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ABSTRACT

The purposes of this study were to provide an appraisal of preservice teacher education programs by Utah teachers and administrators, and to determine the extent to which public school teachers had been educated in six areas considered for possible certification by the Utah State Board of Education: (1) handling classroom discipline; (2) working with parents; (3) relating to students; (4) evaluating students' work and achievement; (5) developing students' talents; and (6) developing students' self confidence. A sample of 3,114--including 2,500 teachers and all 574 principals and 40 superintendents in the state--was surveyed. Stratification of random sampling was based on level taught, locale, and educator position. Subgroup categories analyzed were educational level, locale, educator position, sex, post secondary institution attended, and years of service. Results showed that those surveyed believed that teachers have not been adequately prepared, especially in the following areas: ability to handle classroom discipline; preservice classroom experience; classroom emphasis on practical problems rather than on educational theory and philosophy; development of positive human relations skills; skills in helping students develop their talents and self confidence; training in evaluating and grading student achievement; and emphasis on teaching basic academic subjects. (Extensive appendices present responses to the questionnaires). (MH)

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A LARGE-SCALE EVALUATION OF PRESERVICE TEACHER EDUCATION PROGRAMS

L. La Mar Adams, Clark D. Webb, Jack R. Welsh,
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ABSTRACT

The evaluation of teacher education programs in institutions of higher education is one of the most crucial, yet most ignored, areas of educational research. Nationally, the majority of reported follow-up studies on effectiveness of teacher education programs has been limited to specific subject areas or limited in scope of analysis.

The purpose of this study was twofold. The first was to provide an overall appraisal of preservice teacher education programs by teachers and administrators of Utah public schools. The second was to determine the extent to which teachers in public schools in Utah, Spring 1977, had been educated in six areas considered for possible certification by the Utah State Board of Education, and also the extent to which they had received training in methods of teaching these six areas.

A total sample size of 3,114 was requested from the Utah State Board computer tape file: 2,500 teachers, all 574 principals in the state, and all 40 superintendents. Following are the numbers of questionnaires usable for statistical analysis returned in the survey: Form A (principals), 208; Form B (teachers), 819; Form C (teachers, concerning possible certification areas), 350; and Form D (superintendents), 38.

Stratification of random sampling was based on education level (elementary and secondary), locale (urban and rural), and educator position (teacher, principal, and superintendent). Subgroup categories analyzed were educational level, locale, educator position, sex, institution (where training was received), and years of service (1-2 years, 3-5 years, and 6 or more years).

The results of the analysis indicate that in the opinion of superintendents, principals, and teachers, the preservice training programs

experienced by teachers in Utah public schools have not adequately prepared teachers for their teaching experiences. Six of the 14 teaching skills referred to in questions 1 and 2 were very pronounced in degree of importance and inadequacy of preparation: 1.F (Discipline), 1.I (Working with Parents), 1.K (Relating to Students), 1.L (Evaluation), 2.A (Developing Student Talents), and 2.B (Developing Student Self-Confidence). Both skills analyzed in Question 2 were rated highly important with less than adequate preparation in each case by teachers, principals, and superintendents.

The following appear to be the most pronounced areas of deficiency in preservice programs according to teachers and administrators in the survey and personal interviews:

1. Practical training in handling classroom discipline was judged to be the number-one need in teacher preparation programs.

2. Prospective teachers need earlier and more extensive experience in the public schools, with (perhaps) follow-up seminars after some full-time teaching has been experienced. Internships were especially recommended.

3. There should be less theory and philosophy taught in teacher education programs; more practical and realistic classes were desired.

4. Developing positive human relations (i.e., student-teacher relations, parent-teacher relations, and relations with colleagues) should be one of the basic skills acquired in teacher preparation programs.

5. There is a critical need for teachers to have strong skills in helping each student understand and develop his particular talents, and also in helping each student develop self-confidence in his academic abilities.

6. More training in evaluating and grading student achievement was requested by all three responding groups.

7. There was an expressed desire that elementary education emphasize the basics of reading, writing, and arithmetic.

Teachers, principals, and superintendents differed somewhat in their responses to the majority of teaching skills identified in Question 1, but did not differ regarding those in Question 2. Principals and superintendents tended to rate the preparation level higher than teachers themselves did, where differences existed. In general, there were few differences between subgroups analyzed, except for the categories of educator position and institution.

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INTRODUCTION

In an attempt to identify the extent to which differences exist between school practitioners' perceived needs in regard to preservice teacher education and the programs offered by the colleges of education in the state, the Utah State Board of Education and the College of Education at Brigham Young University jointly sponsored a large-scale evaluation survey among teachers, principals, and district superintendents.

Dr. Roger Mouritsen, Coordinator of Preservice Teacher Education and Certification for the Utah State Board of Education, requested that the study include evaluation of the preservice teacher education programs and competencies in certain areas that might possibly become new teacher certification areas for teachers currently teaching in Utah public schools. Other specific designated areas of interest requested by Dr. Mouritsen were included in the list "a" through "l" of question number 1 in the questionnaire (provided in Appendix A) formulated by the BYU College of Education and the Office of Institutional Research & Planning.

RELATED RESEARCH REPORTED

Evaluation of teacher education programs in institutions of higher education is one of the most crucial, yet most ignored, areas of educational research. The present study is the first one of this type to be conducted to date in the state of Utah. Nationally, the majority of reported follow-up studies on the effectiveness of teacher education programs have been limited to such specific areas as secondary science, socially disadvantaged students, and industrial arts. The NEA study (1967) and the Iowa Study (Glass and Keith, 1975) are two of the few reported evaluations of general teacher education programs.

Typically, the evaluations of teacher education programs are follow-up studies of graduates of a particular institution (Ballantine, 1966; Beaty, 1969; Preston, 1964; Thomas, 1957). Such limited focus makes it difficult to compare results of previous studies reviewed with those of this study. Additionally, evaluations of teacher education programs have been somewhat limited in scope of analysis. For example, although the Iowa Study reports skills and competencies which the teacher education graduates "wish they had," the study was designed primarily to report career patterns of teacher education graduates. The study conducted by Thomas (1957) at the University of Utah was limited to teachers enrolled in a graduate education program. Some of the studies reviewed which were similar in methodology to this study did not focus on the same areas as this study. In addition, there appeared to be only limited overlap in approach and methodology among the other studies.

The NEA study devoted only approximately four pages out of the 58 in the report document to the evaluation of teacher preparation programs. In the area of adequacy of preparation, approximately 38% of the NEA respondents report that they had "no preparation" or "poor quality preparation" in "classroom management, routines, [and] discipline." The "use of audio-visual equipment and materials" was the area for which respondents reported the highest percentage (49.2) of "no" or "poor quality preparation."

Typically, the results of previous studies indicate that teacher education graduates value those learning activities in their preparation programs which are school or student oriented, or which simulate that reality. According to Baer and Foster (1974) "student teaching [was] rated as the course or experience of greatest value" (also Beaty, 1969; and Hopkins, 1970). Baer and Foster (1974) also indicated that graduates wanting more exposure in practical teaching experiences reported that "student teaching at more than one grade level would have been of greater value" than their limited student teaching experience with one grade. Most of the studies reviewed indicated that teachers felt that they should have had more training in dealing with the emotionally disturbed and other special students (e.g., Haberman, 1974).

Open-ended questions provide vital information otherwise not available. Teachers have not been reluctant to respond to open-ended questions about their preservice training. Unfortunately for those charged with the professional education of teachers, the typical response has been negative toward education courses (with the possible exception of student teaching). Preston's study (1964) revealed that of the written comments on nine characteristics of teacher education courses, 88% were negative; only 12% were positive. However, one study (Ballantine, 1966) reported more positive comments than negative in a follow-up study of elementary certification program graduates of San Diego State University.

As yet, sufficient research has not been completed across the nation to determine the extent to which expressed strengths and deficiencies in preservice teacher education programs are uniform throughout the nation.

PURPOSES OF THE STUDY

There were two purposes to this study. The first purpose was to provide an overall appraisal of preservice teacher education programs by teachers and administrators of public schools. The second purpose was to determine the extent to which teachers of public schools in Utah had obtained an education in six areas considered as possible new certification requirements by the State Board of Education, and also the extent to which they had received training in methods of teaching these six areas.

RESEARCH PROCEDURES

The scope of the study was limited to particular preservice programs which had been attended by teachers currently teaching (Spring 1977) in Utah public schools at the secondary and elementary levels. A representative stratified random sample was obtained from the Utah School Board personnel computer tape file. The stratification was based on education level (elementary and secondary), locale (urban and rural), and educator position (teacher, principal, and superintendent).

The educators included in this sample were limited to those for whom all information necessary for the analysis was currently on the personnel computer tape file. Since the final survey stage for this study was initiated in the last month of the school year, it was decided that a follow-up questionnaire for non-respondents would be impractical. In addition, the nature of this study did not warrant the need for an extremely high percentage of returns. This was particularly the case since preliminary and concurrent personal interviews in 33 of the 40 school districts indicated that there was a general unanimity in the appraisal of preservice teacher education programs by the various types of educators being surveyed. It was also expected that this type of study would be conducted on an annual or biennial basis. It was judged that the questionnaires should be completed prior to summer vacation since a relaxed and relieved mood of a respondent, after school was over, might tend to contribute to a change in the type of response compared to those who responded prior to the end of their school year assignment.

For the above reasons, a large sample was preferred to a smaller, high response sample. An additional consideration was the fact that a large proportion (nearly 30%) of the respondents were eliminated due to missing information on the personnel computer tape file which prevented a higher response rate. It was decided that the necessary time and expense needed to verify and update the tape file was prohibitive. It was also decided that information listed on the computerized file would be assumed to be correct.

A total sample size of 3,114 was requested from the computer tape file: 2,500 teachers, all 574 principals of the state, and all 40 superintendents. The exact number mailed out is not known since approximately 10% of the mailing addresses were incomplete.

The following totals are the number of questionnaires usable for statistical analysis returned in the survey: Form A (principals), 208; Form B (teachers), 819; Form C (teachers, concerning possible certification areas), 350; and Form D (superintendents), 38. Some of the statistical sets of comparisions in the study entailed smaller samples than other sets, depending on the number of missing variables for respondents in a given set of comparisons.

Personal interviews were conducted in various parts of the state to determine the type of questionnaire, questionnaire items, and research approach which would be best adapted to this type of research. Although the format of certain questions in the questionnaire was not as practical as desired for statistical analysis, the primary consideration was to provide a more convenient means of response for the educators included in the study. In addition, certain questions in the questionnaire were based on requests from the State Board of Education. The original questionnaire was revised after a pilot survey was conducted.

Interviews of a second type were conducted throughout the state to provide an independent check on the validity of the survey results and to provide additional insights. These interviews were recorded on cassette tape and a summary is provided in Appendix D.

Personal interviews indicated that free-response questions, including "Further Comments" by the respondents, would be of prime interest and value. For instance, even though the questionnaire concluded with a request for further comments, one principal stated that it did not provide him with an opportunity to give his full appraisal of the topic, and he wrote an additional two-page letter. The free-response questions in each of the four different questionnaire forms (Form A for principals, forms B and C for teachers, and form D for superintendents; see Appendix A) provided valuable information to assist in upgrading preservice teacher education programs. Form C was used to obtain information related to the six areas of possible new certification. The samples for forms B and C were mutually exclusive.

Questionnaires were mailed in May 1977 from the mail service department of the State Board of Education. Self-addressed return envelopes were enclosed with the questionnaires and a cover letter to enable the respondents to send the completed questionnaire to the State Board office.

Responses to several questions were amenable to various types of statistical analysis. The paired t test was used to compare the difference between a respondent's rating of the importance of a specific teaching skill and the same respondent's self-assessed level of preparation in the skill. The adequacy of preparation felt by a respondent was expected to be dependent upon the level of self-assessed importance of a teaching skill. Since the self-assessed level of preparation was expected to be dependent upon the felt level of importance, and since the two measures are not statistically compatible, a unique statistical test was necessary to handle this problem. If a paired *t* statistic is used as an index of the magnitude of self-assessed level of preparation in relation to the assessed level of importance for a given teaching skill, rather than as a differential test for significant difference, the magnitude of the paired *t* value can be used to compare levels of self-assessed preparation between teaching skills and also between respondent subgroups (see Adams, 1972).

A non-parametric multivariate analysis was used to make comparisons between subgroups. In consideration of the type of educational data and relatively subjective levels of evaluation, the G^2 test for significant interactions was used. The test for significant interaction is essentially a test to determine if the pattern of responses for one group is different than the pattern of responses for another group or groups. The G^2 multivariate statistic is a recent development in statistical analysis which has international recognition as a sophisticated statistical approach to the analysis of classification data. The G^2 statistic is to categorical data as the multivariate F statistic is to interval data (Fienberg, 1977).

Comparatively few of the respondents circled the zero categories representing "No" for importance or "None" for preparation in relation to many of the teaching skills listed in the questionnaire. In these cases, statistical analyses included only the "1" and "2" categories representing "Somewhat" and "Highly" for importance, or "Less than Adequate" and "Adequate" for levels of preparation. This procedure for statistical analysis is necessary in using the multivariate analysis for categorical data, in this case the G^2 test in the RUMMAGE program on the BYU computer system.

SURVEY RESULTS

Questions 1, 2, 6, 9, 10, and 11 of the questionnaire were amenable to statistical analysis. Statistical analyses using the paired t were made in general comparing responses between superintendents, principals, and teachers for Question 1. The paired t was used as an index of similarity in responses. In addition, subgroup comparisons were made using G^2 statistic tests of significant differences. Additional topics analyzed included: place to acquire skills, factors in poor teaching, overall assessment of training programs, ultimate career goals, satisfaction with education as a career, and self-evaluation. Responses from open ended questions (1.M, 3, 4, and 5) and further comments were analyzed in summary form. All comments in response to open ended questions and further comments are listed in appendices A, B, and C. A summary or responses to statewide personal interviews is listed in Appendix D.

Tests of significant differences were made at the .05 level. All differences reported in this study were significant at least at the 95% level of probability.

Statistical Results

Statistical results of the questionnaire confirmed the findings reported in the personal interviews: teachers, principals, and superintendents felt very strongly the need to improve preservice programs. In general, superintendents, principals, and teachers alike indicated that teacher education programs have not adequately prepared teachers. Each of the position groups (superintendents, principals, and teachers) rated all 14 of the teaching skills in the questionnaire between Somewhat and Highly important. The percent of responses for each level of rating, the rating mean, and paired (between Importance and Preparation per respondent) t value for each teaching skill in Question 1 are listed in Table 1.

The average ratings as to level of preparation for the twelve teaching skills ranged from slightly below Less than Adequate ($\bar{x} = 0.9$ for teachers' response to Question 1.I) to nearly Adequate ($\bar{x} = 1.8$ for teachers' response to Question 1.D).

There were three teaching skills for which all three subgroups of respondents rated the level of importance very high ($\bar{x} = 1.9$ to 2.0): F (Discipline), K (Relating to Students), and L (Evaluation). In addition, all three subgroups assessed the level of preparation in these three skills as being notably insufficient ($\bar{x} = 1.3$ to 1.6). At least 50% of the respondents in each subgroup indicated that the level of teacher preparation was insufficient. The paired t value of 21.5 for skill F (Discipline) indicates that teachers felt that this was the most crucial area of insufficiency.

Another teaching skill for which teachers expressed a lack of preparation compared to the importance of the skill was I (Working with Parents in the Educational Process).

Although skill category D (Subject Matter) had the highest percentage of respondents for the rating of Adequate, the paired t value indicates that teachers were as adequately prepared (t values below 5.6) in three other areas: A (Lesson Plans); B (Audio-Visual Equipment); and J (Community Standards).

Table 1

Percent[a] of Response, Mean, and Paired *t* Value[b] between Mean Response per Questionnaire Item[c] for Teachers, Principals, and Superintendents in the Utah Public School System, Spring 1977

		Teachers (n=350)[d]			Principals (n=208)			Superintendents (n=37)		
Item	Response[e]	I[e]	P[e]	Paired *t*	I	P	Paired *t*	I	P	Paired *t*
A	0	3.2	2.9		0.5	2.0		2.6		
(Lesson Plans)	1	33.0	26.4		18.3	41.2		23.7	57.9	
	2	63.9	70.7		81.3	56.9		73.7	42.1	
	$\bar{x}$	1.6	1.7	-1.7	1.8	1.6	5.1	1.7	1.4	2.4
B	0	1.1	15.3		2.9	1.9				
(Audio-Visual	1	45.3	23.6		48.6	49.3		55.3	44.7	
Equipment)	2	53.6	61.1		48.6	48.8		44.7	55.3	
	$\bar{x}$	1.5	1.5	1.4	1.5	1.5	-0.1	1.5	1.6	-0.8
C	0	0.3	8.3		0.5	2.9				
(Instructional	1	16.1	42.8		10.1	49.3		23.6	42.1	
Materials)	2	83.6	48.9		89.4	47.8		76.3	57.9	
	$\bar{x}$	1.8	1.4	11.0	1.9	1.5	9.5	1.8	1.6	1.7

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[a] Percent response is the percent of the total 0 through 2 response for each type of rating (Importance or Preparation).

[b] The paired *t* statistic in this case is a measurement of association and not a differential statistic used to test for significant differences.

[c] Items in Question 1 of questionnaire provided in Appendix A (e.g., Item A is Teaching Skill "a" on questionnaire Question 1).

[d] Statistical results for the total (1,156) teacher sample were equivalent to those for the Form C sample of 350 teachers; therefore, the later were used in this table for convenience of computer analysis.

[e] Response for questionnaire: I = Important, 0 = No, 1 = Somewhat, 2 = Highly, $\bar{x}$ = mean of 0 through 2; P = Preparation, 0 = None, 1 = Less than Adequate, 2 = Adequate, $\bar{x}$ = mean of 0 through 2.

Table 1, continued

		Teachers (n=350)			Principals (n=208)			Superintendents (n=37)		
Item	Response	I	P	Paired *t*	I	P	Paired *t*	I	P	Paired *t*
D	0		1.4			0.5				
(Subject Matter)	1	7.8	20.3		15.5	24.9		13.2	27.0	
	2	92.2	78.2		84.5	74.6		86.8	73.0	
	$\bar{x}$	1.9	1.8	5.6	1.9	1.7	2.7	1.9	1.7	1.4
E	0	0.9	3.8			1.9			2.6	
(Human Growth &	1	27.0	31.9		18.8	50.5		24.3	57.9	
Development)	2	72.1	64.3		81.2	47.6		75.7	39.5	
	$\bar{x}$	1.7	1.6	2.9	1.8	1.5	7.2	1.8	1.4	3.6
F	0	0.6	17.2			7.2				
(Classroom	1	5.1	55.0		1.9	60.9		2.6	63.2	
Discipline)	2	94.3	27.8		98.1	31.9		97.4	36.8	
	$\bar{x}$	1.9	1.1	21.5	2.0	1.3	17.6	2.0	1.4	7.3
G	0	2.0	16.2		0.5	4.4			7.9	
(Implementing	1	49.6	54.6		57.5	52.9		65.8	50.0	
Innovations)	2	48.4	30.2		42.0	42.7		34.2	42.1	
	$\bar{x}$	1.5	1.4	7.2	7.2	1.4	0.5	1.4	1.3	0.2
H	0	2.6	26.2			8.2			5.3	
(Working with	1	39.4	35.2		25.4	32.9		26.3	28.9	
Colleagues)	2	58.0	38.6		74.6	58.9		73.7	65.8	
	$\bar{x}$	1.6	1.1	8.7	1.6	1.5	4.3	1.8	1.6	1.1
I	0	0.9	28.9			5.8			7.9	
(Working with	1	22.3	51.4		11.0	58.7		7.9	73.7	
Parents)	2	76.9	19.7		89.0	35.6		92.1	18.4	
	$\bar{x}$	1.8	0.9	19.4	1.9	1.3	13.1	1.9	1.1	8.0

Table 1, continued

		Teachers (n=350)			Principals (n=208)			Superintendents (n=37)		
Item	Response	I	P	Paired *t*	I	P	Paired *t*	I	P	Paired *t*
J	0	4.6	27.0			4.8		2.6	13.2	
(Community	1	45.8	26.4		38.5	23.1		28.9	28.9	
Standards)	2	49.6	46.6		61.5	72.1		68.4	57.9	
	$\bar{x}$	1.5	1.2	5.2	1.6	1.7	-1.2	1.7	1.4	1.4
K	0	1.1	11.8			2.4			5.3	
(Relating	1	8.0	40.8		7.2	53.4		2.6	44.7	
Personally with	2	90.9	47.4		92.8	44.2		97.4	50.0	
Students)	$\bar{x}$	1.9	1.4	13.4	1.9	1.4	12.1	1.9	1.4	5.1
L	0	0.6	6.6			1.4				
(Evaluating	1	8.9	44.7		7.2	40.9		7.9	52.6	
Student Work	2	90.6	48.7		92.8	57.7		92.1	47.4	
and Achievement)	$\bar{x}$	1.9	1.4	13.2	1.9	1.6	9.0	1.9	1.5	4.3

Subgroup Comparisons

Although educators in this study agreed in their appraisal of the majority of the areas evaluated, there were a number of provocative differences in their appraisals.

Comparison between subgroups indicated that a number of differences existed between the subgroups in evaluating preservice programs. Subgroup categories analyzed were Educator Position (teacher, principal, and superintendent), Sex, Education Level (elementary and secondary), Institution (Brigham Young University, University of Utah, Utah State University, Other Utah Institutions, and Out of State Institutions), Locale (urban and rural), and Years of Service (1-2 years, 3-5 years, and 6 or more years).

Educator Position. Table 2 contains mean responses for each category in questions 1 and 2 according to Educator Position, and Table 3 lists the percentage and G^2 value for only the cases where significant interaction differences exist between subgroups.

There were no significant differences between educator positions for one third of the teaching skills analyzed. For example, the average responses for teachers, principals, and superintendents to the importance of the teaching skill F (Handling Classroom Discipline) ranged from 1.92 to 1.98, in Table 2. In other words, all three groups rated this skill as being highly important.

There were significant differences among the educator position groups in rating the level of importance for 7 of the 14 teaching skills in questions 1 and 2 (see Table 3). There was only one teaching skill for which teachers tended to rate the importance of the skill higher than did administrators; this was teaching skill G (Assessing and Implementing Innovations). Administrators tended to rate the importance of the following

Table 2

Mean Response* for Degree of Importance of Teaching Skills and Level of Teacher Preparation Received in Preservice Teacher Education Programs for Teachers in Utah Public Schools, Spring 1977, According to Three Types of Educator Positions

Question, Item	Teachers		Principals		Superintendents	
	Importance	Preparation	Importance	Preparation	Importance	Preparation
1, A (Lesson Plans)	1.57	1.62	1.81	1.55	1.67	1.42
B (Audio-Visual Equipment)	1.52	1.38	1.46	1.46	1.45	1.61
C (Instructional Materials)	1.77	1.37	1.88	1.44	1.76	1.54
D (Subject Matter)	1.90	1.73	1.84	1.76	1.85	1.70
E (Human Development)	1.68	1.65	1.82	1.44	1.79	1.39
F (Classroom Discipline)	1.92	1.11	1.98	1.25	1.97	1.39
G (Implementing Innovations)	1.53	1.18	1.44	1.40	1.33	1.36
H (Working with Colleagues)	1.58	1.15	1.74	1.54	1.76	1.54
I (Working with Parents)	1.74	0.88	1.89	1.32	1.91	1.12
J (Community Standards)	1.44	1.20	1.63	1.70	1.61	1.42
K (Relating to Students)	1.90	1.35	1.94	1.43	1.97	1.45
L (Evaluating Student Work)	1.88	1.42	1.93	1.57	1.94	1.45
2, A (Developing Talents)	1.88	1.14	1.94	1.24	1.91	1.18
B (Developing Self-Confidence)	1.94	1.20	1.98	1.28	1.91	1.18

*Mean of response to categories of 0, 1, and 2 where 0 = No, 1 = Somewhat, and 2 = Highly for level of importance; or 0 = None, 1 = Less than Adequate, and 2 = Adequate for level of preparation.

Table 3

G^2 Statistical[a] Comparisons for Significant Differences between Subgroup Responses to Questions 1 and 2 by Teachers, Principals, and Superintendents, Spring 1977

	Percent Response									
	Teachers			Principals			Superintendents			
Item	No or None	Somewhat or Not Adequate	Highly or Adequate	No or None	Somewhat or Not Adequate	Highly or Adequate	No or None	Somewhat or Not Adequate	Highly or Adequate	G^2
A (Lesson Plans)										
Importance	b	39	61	b	19	81	b	28	72	3.3
Preparation	b	30	70	b	43	57	b	58	42	4.2
C (Inst. Mater.)										
Importance	-	-	-	b	11	89	b	24	76	2.0
E (Human Devel.)										
Importance	b	30	70	b	18	82	b	21	79	2.4
Preparation	b	31	69	b	53	47	b	56	44	4.7
G (Innovations)										
Importance	b	46	54	b	56	44	b	67	33	3.0
Preparation	16	50	34	3	53	44	6	52	42	3.2
H (Colleagues)										
Importance	b	40	60	b	26	74	b	24	76	2.9
Preparation	26	33	41	7	32	61	6	33	61	3.9
I (Parents)										
Importance	b	24	76	b	11	89	b	9	91	3.0
Preparation	35	41	24	5	58	37	9	70	21	5.5

[a] The G^2 multivariate test for interactions, see Stephen Fienberg, *The Analysis of Cross-Classified Categorical Data*, [The MIT Press, 1977], $\alpha = .05$.

[b] The "No" response for level of importance, and "None" for level of preparation, had to be omitted from the G^2 analysis because of a lack of "no" and "none" responses for this category.

Table 3, continued

	Percent Response									
	Teachers			Principals			Superintendents			
Item	No or None	Somewhat or Not Adequate	Highly or Adequate	No or None	Somewhat or Not Adequate	Highly or Adequate	No or None	Somewhat or Not Adequate	Highly or Adequate	G^2
J (Comm. Morals)										
Importance	b	50	50	b	38	62	b	34	66	2.6
Preparation	28	25	47	4	22	74	15	27	58	4.2
K (Relating)										
Preparation	11	42	47	2	52	46	6	42	52	2.6
Question 2										
A (Talents)										
Preparation	14	59	27	4	68	28	3	76	21	2.6
B (Self-Confid.)										
Preparation	13	54	33	4	64	32	3	76	21	2.3

skills higher than did teachers: A (Lesson Plans), E (Human Development), H (Working with Colleagues), I (Working with Parents), and J (Community Standards).

Significant differences between educator position subgroups in rating the level of teacher preparation tend to be greater than the differences in rating the level of importance for the teaching skills analyzed. In 9 of the 14 skill categories there were significant differences between educator position subgroups in their rating of the level of teacher preparation.

It is evident from Table 3 that teachers rated themselves as being slightly more prepared than administrators rated them in skills A (Lesson Plans) and E (Human Development). Both principals and superintendents felt that teachers were more prepared than did the teachers in each of the following seven areas: 1) 1.G (Innovations), 2) 1.H (Working with Colleagues), 3) 1.I (Working with Parents), 4) 1.J (Community Standards), 5) 1.K (Relating to Students), 6) 2.A (Developing Talents), and 7) 2.B (Developing Self-Confidence). For the two teaching skills in which teachers tended to rate themselves higher than did administrators in the teachers' level of preparation, the administrators tended to be divided between rating the level of teachers' preparation as being Adequate and Less than Adequate.

Question 2 of the questionnaire asked educators to assess the importance to and preparation of teachers in two areas of teaching thought to be crucial for public school students. These two areas were "Helping each student understand and develop his particular talents" and "Helping each student develop self-confidence in his academic abilities." Both of these areas were rated among the highest in importance (1.88 to 1.98 in Table 2, where 2.0 is maximum) of the teaching skills analyzed and yet both were rated as being Less than Adequate as to level of preparation (near 1.0). There were only two other skills in which teachers rated themselves as low in preparation level as they did for "Helping each student understand and develop his particular talents" (1.14). These two skills were handling classroom discipline (1.11) and working with parents (0.88).

Teachers' responses were more uniform as a group than were the responses of principals and superintendents. Standard deviations for average responses ranged from 0.01 to 0.03 for teachers, from 0.02 to 0.05 for principals, and from 0.04 to 0.14 for superintendents. Thus, responses for superintendents were more varied for items in questions 1 and 2 than were responses for teachers and principals.

Differences According to Sex. Teacher responses to questions 1, 2, 6, 9, 10, and 11 were analyzed according to sex. Table 4 contains statistical comparisons among teaching skills for which there were significant differences between male and female responses. Statistical results for questions 9 and 11 are not in Table 4 since there were no significant differences between male and female teachers in response to these questions. Question 9 asked teachers to identify their ultimate career goal, and Question 11 asked them to rate themselves as a teacher.

There were no significant differences between male and female teachers in their response to level of preparation in the skills analyzed. There were only three skills for which significant differences existed as to the level of importance of the skills analyzed. Female teachers tended to rate the level of importance of these three skills higher than did male teachers. These skills were A (Preparing Lesson Plans), G (Assessing and Implementing Innovations), and I (Working with Parents in the Educational Process).

Table 4

G^2 Statistical[a] Comparisons for which Significant Differences Existed in Responses to Six Questions[b] According to Sex of Teachers in Utah Public Schools, Spring 1977

	Percent Response						
	Male Teachers (299)			Female Teachers (318)			
Question	No	Somewhat	Highly	No	Somewhat	Highly	G^2
Question 1							
A (Lesson Plans) Importance	c	46	54	c	34	66	2.5
G (Assessing Innovations) Importance	c	56	44	c	43	57	2.7
I (Working with Parents) Importance	c	31	69	c	16	84	3.8
	Poor	Adequate	Excellent	Poor	Adequate	Excellent	
Question 6 (Assessment of Teacher Education Programs)	17	63	19	9	63	28	2.0
		No	Yes		No	Yes	
Question 10 (Pleased with Education as a Career)		26	74		4	96	3.4

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[a] The G^2 multivariate test for interactions, see Stephen Fienberg, *The Analysis of Cross-Classified Categorical Data* [The MIT Press, 1977], $\alpha = .05$.

[b] Questions 1, 2, 6, 9, 10, and 11 were analyzed using the G^2 statistic.

[c] The "No" response for level of importance had to be omitted from the G^2 analysis because of a lack of "No" responses for this category.

The teachers were asked in Question 6 to give an overall evaluation of their preservice training program. In general, female teachers tended to be more satisfied than male teachers with their particular preservice training program. Only 9% (Table 4) of the female respondents rated their preservice training program as being poor, compared to 17% of the male respondents. The majority of teachers rated their preservice training program as having been at least adequate, in spite of the fact that the majority of teachers were dissatisfied with certain characteristics of their teacher training program, as indicated by responses to the rest of the questionnaire.

Female teachers also tended to be more satisfied with education as a career than did male teachers. Approximately 26% of the male teachers, and only 4% of the female teachers, indicated in Question 10 that they would not choose education as a career if they "had it to do over again." These results tend to coincide with responses from the personal interviews which indicate that more and earlier exposure to the classroom might help reduce the number of male teachers selecting an education career who would later be dissatisfied with that career.

Education Level. There were only six of a possible 32 cases in questions 1, 2, 6, 9, 10, and 11 in which significant differences existed between elementary and secondary teachers (Table 5). These six areas were for the teaching skills B (Operating Audio-Visual Equipment), E (Knowledge of Human Growth and Development), F (Handling Classroom Discipline), H (Dealing with Colleagues in a Professional Setting), and L (Evaluating Student Work and Achievement). In each of these six cases (three in level of preparation and three in level of importance), secondary teachers tended to rate the level lower than did elementary teachers.

Table 5

G^2 Statistical[a] Comparisons for Significant Differences in Responses to Six Questions[b] according to Education Level (Elementary or Secondary) of Teachers in Utah Public Schools, Spring 1977

	Percent Response						
	Elementary Teachers			Secondary Teachers			
Item	No or None	Somewhat or Not Adequate	Highly or Adequate	No or None	Somewhat or Not Adequate	Highly or Adequate	G^2
1.B (Audio-Visual Equipment)							
Preparation	10	26	64	18	31	51	2.2
1.E (Human Growth & Devel.)							
Preparation	c	24	76	c	41	59	3.1
1.F (Classroom Discipline)							
Importance	c	2	98	c	9	91	2.8
Preparation	c	56	44	c	73	27	2.5
1.H (Dealing with Colleagues)							
Importance	c	32	68	c	49	51	3.4
1.L (Evaluating Achievement)							
Importance	c	6	94	c	13	87	2.1

[a] The G^2 multivariate test for interactions, see Stephen Fienberg, *The Analysis of Cross-Classified Categorical Data* [The MIT Press, 1977], $\alpha = .05$.

[b] The six questions amenable to statistical analysis were questions 1, 2, 6, 9, 10, and 11.

[c] The "No" response for level of importance, and "None" for level of preparation, had to be omitted from the G^2 analysis because of a lack of No and None responses for this category.

Some of these results may be naturally expected. For example, secondary teachers may not feel as prepared in the area of human growth and development as would elementary teachers, since more training is given elementary teachers to allow them to adjust to pupil age levels. However, considering the fact that there was no difference in the level of importance for this skill between elementary and secondary teachers, it may be that more emphasis and training need to be available for secondary teachers than have previously existed.

Although elementary teachers tended to rate the importance of classroom discipline higher than secondary teachers, the difference was very slight (98% compared to 91% for the rating of Highly). It might be expected that secondary teachers would feel less prepared than elementary teachers in handling classroom discipline, since discipline problems in secondary education tend to be more severe because of age and maturation factors.

Rural and Urban Teachers. Due to extended problems in computer tape file identifications in relation to urban and rural teachers, the results of this phase of the survey will be provided later in a special addendum to the study.

Institution of Teacher Education Programs. The six questions (1, 2, 6, 9, 10, and 11) amenable to statistical analyses were analyzed according to institution where the teachers in the survey obtained their teacher education preservice training. Tables 6 through 23 contain the comparisons for institutions where significant differences in responses were found to exist among the institutions. Teachers from the different institutions tended to agree as to level of importance of each of the skills analyzed in this survey. Significant differences in patterns of responses for level of importance existed for only 3 of the 14 skills analyzed in questions 1 and 2. However, differences among institution categories existed in the reported level of preparation for almost half (6 out of 14) of the skills analyzed. In some cases, Out of State Institutions had significantly higher ratings than Utah institutions, but in no case were the ratings significantly lower for Out of State Institutions than those for Utah institutions.

Table 6 contains percentage of responses for each institution subgroup of teachers in Utah public schools for the level of importance of Skill 1.A (Preparing Lesson Plans). The significant G^2 value (2.2) is an indication that the ratings for teachers from Out of State Institutions are significantly different from those of the other institutions listed in the table.

Table 6

Percentage of Responses to Question 1.A[a] for Significant[b] G^2 Comparisons among Institution Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Importance of Skill 1.A

	Percent Response		
Institution	No	Somewhat	Highly
Brigham Young University	c	46	54
University of Utah	c	39	61
Utah State University	c	37	63
Other Utah Institutions[d]	c	41	59
Out of State Institutions[e]	c	24	76

[a] Preparing lesson plans.

[b] $G^2 = 2.2$, $\alpha = .05$.

[c] The "No" responses had to be omitted from the G^2 analysis because of a lack of "No" responses for this category.

[d] Other Utah Institutions includes Southern Utah State College, Weber State College, and Westminster College.

[e] A significant G^2 value indicates that the last subgroup listed is significantly different from the rest listed.

Thus, teachers from Out of State Institutions tended to rate the level of importance of preparing lesson plans higher than the other teachers in this study. Although the ratings (54% Highly Important) for BYU teachers were not as high as those (61%, 63%, and 59%) for teachers from the other Utah institutions, the difference was not significant.

The significant G^2 value (3.0) for Table 7 indicates that teachers from Brigham Young University tended to rate (76% Adequate) the level of preparation in Preparing Lesson Plans higher than did (66% and 60% respectively) the teachers from University of Utah or Utah State University.

Table 7

Percentage of Responses to Question 1.A[a] for Significant[b] G^2 Comparisons among Institution Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Preparation in Skill 1.A

	Percent Response		
Institution[c]	None	Not Adequate	Adequate
University of Utah	d	34	66
Utah State University	d	40	60
Brigham Young University[e]	d	24	76

[a] Preparing lesson plans.

[b] $G^2 = 3.0$, $\alpha = .05$.

[c] Differences between the pattern of response for Other Utah Institutions and those listed in this table were not significant and therefore these percentages are not listed.

[d] The "No" responses had to be omitted from the G^2 analysis because of a lack of "No" responses for this category.

[e] A significant G^2 value indicates that the last subgroup listed is significantly different from the rest listed.

The subcategories of Other Utah Institutions and Out of State Institutions are not included in Table 7 since differences between either of these categories and those for remaining institutions were not significant. Differences between Utah State University and University of Utah were also not significant for this teaching skill.

The G^2 percentage comparisons listed in Table 8 for teaching skill 1.B (Operating Audio-Visual Equipment) indicate that teachers from Other Utah Institutions rated (80% Adequate) their level of preparation higher than did (74%, 52%, and 59%) teachers from the remaining Utah institutions. The results in Table 9 indicate that teachers from Brigham Young University rated (74% Adequate) their level of preparation higher than those (52%

Table 8

Percentage of Responses to Question 1.B[a] for Significant[b] G^2 Comparisons among Institution Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Preparation in Skill 1.B

Institution	Percent Response None	Less Than Adequate	Adequate
Brigham Young University	c	26	74
University of Utah	c	48	52
Utah State University	c	41	59
Other Utah Institutions[d]	c	20	80

[a] Operating audio-visual equipment.

[b] $G^2 = 2.7$, $\alpha = .05$.

[c] The "None" responses had to be omitted from the G^2 analysis because of a lack of "None" responses for this category.

[d] A significant G^2 value indicates that the last subgroup listed is significantly different from the rest listed.

Table 9

Percentage of Responses to Question 1.B[a] for Significant[b] G^2 Comparisons among Institution Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Preparation in Skill 1.B

Institution	Percent Response None	Less Than Adequate	Adequate
University of Utah	c	48	52
Utah State University	c	41	59
Brigham Young University	c	26	74

[a] Operating audio-visual equipment.

[b] $G^2 = 3.7$, $\alpha = .05$.

[c] The "None" responses had to be omitted from the G^2 analysis because of a lack of "None" responses for this category.

[d] A significant G^2 value indicates that the last subgroup listed is significantly different from the rest listed.

and 59%) for the other two institutions. The results in Table 10 indicate that teachers from Utah State University rated (52% Adequate) their level of preparation higher than did (39%) teachers from University of Utah.

Table 10

Percentage of Responses to Question 1.B[a] for Significant[b] G^2 Comparisons between two Institution Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Preparation in Skill 1.B

	Percent Response		
Institution	None	Less Than Adequate	Adequate
University of Utah	25	36	39
Utah State University	13	35	52

[a] Operating audio-visual equipment.

[b] $G^2 = 2.4$, $\alpha = .05$.

Teachers from Other Utah Institutions rated (61% Adequate) their level of preparation in Skill 1.C (Selecting and Using Instructional Materials) significantly higher than (43 to 50%) did teachers from the other three Utah institutions listed in Table 11. The institution with the lowest

Table 11

Percentage of Responses to Question 1.C[a] for Significant[b] G^2 Comparisons among Institution Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Preparation in Skill 1.C

	Percent Response		
Institution	None	Less Than Adequate	Adequate
Brigham Young University	c	51	49
University of Utah	c	57	43
Utah State University	c	50	50
Other Utah Institutions[d]	c	39	61

[a] Selecting and using instructional materials.

[b] $G^2 - 2.1$, $\alpha = .05$.

[c] The "None" responses had to be omitted from the G^2 analysis because of a lack of "None" responses for this category.

[d] A significant G^2 value indicates that the last subgroup listed is significantly different from the rest listed.

teacher self-rating (36% Adequate) in level of preparation for this same skill was University of Utah (Table 12). This rating (36% Adequate) was significantly lower than that (46%) for teachers from Utah State University.

Table 12

Percentage of Responses to Question 1.C[a] for Significant[b] G^2 Comparisons between two Institution Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Preparation in Skill 1.C

	Percent Response		
Institution	None	Less Than Adequate	Adequate
University of Utah	16	48	36
Utah State University	6	47	46

[a] Selecting and using instructional materials.

[b] $G^2 = 2.5$, $\alpha = .05$.

Teachers from Out of State Institutions rated their level of preparation significantly (Table 13) higher than teachers from Utah institutions for the level of preparation in Teaching Skill 1.G (Handling Classroom

Table 13

Percentage of Responses to Question 1.F[a] for Significant[b] G^2 Comparisons among Institution Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Preparation in Skill 1.F

	Percent Response		
Institution	None	Less Than Adequate	Adequate
Brigham Young University	c	69	31
University of Utah	c	67	33
Utah State University	c	70	30
Other Utah Institutions	c	58	42
Out of State Institutions	c	38	62

[a] Handling classroom discipline.

[b] $G^2 = 3.4$, $\alpha = .05$.

[c] The "None" responses had to be omitted from the G^2 analysis because of a lack of "None" responses for this category.

[d] A significant G^2 value indicates that the last subgroup listed is significantly different from the rest listed.

Discipline). Approximately 62% of teachers from Out of State Institutions rated their level of preparation as adequate, compared to 30% to 31% for teachers from the three major Utah institutions. The ratings (28% Adequate, Table 14) of teachers from Brigham Young University were significantly higher than the other two Utah universities in level of preparation for this skill. The results in Table 15 indicate that the ratings (26%) for teachers from Utah State University were higher than those (24%) for University of Utah.

Table 14

Percentage of Responses to Question 1.F[a] for Significant[b] G^2 Comparisons among Institution Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Preparation in Skill 1.F

	Percent Response		
Institution	None	Less Than Adequate	Adequate
University of Utah	28	48	24[c]
Utah State University	15	59	26
Brigham Young University[d]	12	60	28

[a] Handling classroom discipline.

[b] $G^2 = 2.2$, $\alpha = .05$.

[c] Percentages in this table differ from percentages in Table 13 due to the fact that the "None" responses are added to this table, increasing the total responses and reducing the percentages.

[d] A significant G^2 value indicates that the last subgroup listed is significantly different from the rest listed.

Table 15

Percentage of Responses to Question 1.F[a] for Significant[b] G^2 Comparisons between two Institution Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Preparation in Skill 1.F

	Percent Response		
Institution	None	Less Than Adequate	Adequate
University of Utah	28	48	24
Utah State University	15	59	26

[a] Handling classroom discipline.

[b] $G^2 = 2.5$, $\alpha = .05$.

Two other skills for which there were significant differences among subgroups of teachers were Skill 1.H (Dealing with Colleagues in a Professional Setting) and Skill 1.J (Adjusting to Community Morals and Standards). Significant differences (Table 16) found in the level of importance of Skill 1.H (Dealing with Colleagues) were between teachers prepared by University of Utah and those prepared by Utah State University (52% and 66% respectively). Teachers trained at Utah State University tended to list the importance of this skill higher than did teachers trained at University of Utah. Teachers from Other Utah Institutions listed the level of importance for Skill 1.J (Adjusting to Community Morals) significantly lower (43% for Highly Important) than teachers from the other three Utah institutions listed in Table 17.

Table 16

Percentage of Responses to Question 1.H[a] for Significant[b] G^2 Comparisons between two Institution Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Importance of Skill 1.H

	Percent Response	
Institution	No or Somewhat	Highly
University of Utah	48	52
Utah State University	34	66

[a] Dealing with colleagues in a professional setting.

[b] $G^2 = 2.2, \alpha = .05$.

Teachers from Out of State Institutions tended to rate (67% Adequate, Table 18) their level of preparation in Skill 1.L (Evaluating Student Work and Achievement) significantly higher than did teachers from Utah institutions. There was no significant difference found among subgroups of teachers from Utah institutions in rating their level of preparation for this skill.

The results in Table 19 indicate that teachers from Other Utah Institutions rated (50% Adequate) their level of preparation in Skill 2.B

Table 17

Percentage of Responses to Question 1.J[a] for Significant[b] G^2 Comparisons among Institution Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Importance of Skill 1.J

	Percent Response		
Institution	No	Somewhat	Highly
Brigham Young University	3	45	52
University of Utah	1	54	45
Utah State University	2	47	51
Other Utah Institutions[c]	7	50	43

[a] Adjusting to community morals and standards.

[b] $G^2 = 2.1$, $\alpha = .05$.

[c] A significant G^2 value indicates that the last subgroup listed is significantly different from the rest listed.

Table 18

Percentage of Responses to Question 1.L[a] for Significant[b] G^2 Comparisons among Institution Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Preparation in Skill 1.L

	Percent Response		
Institution	None	Less Than Adequate	Adequate
Brigham Young University	c	50	50
University of Utah	c	48	52
Utah State University	c	50	50
Other Utah Institutions	c	48	52
Out of State Institutions[d]	c	33	67

[a] Evaluating student work and achievement.

[b] $G^2 = 2.0$, $\alpha = .05$.

[c] The "None" responses had to be omitted from the G^2 analysis because of a lack of "None" responses for this category.

[d] A significant G^2 value indicates that the last subgroup listed is significantly different from the rest listed.

(Developing Student Self-Confidence) significantly higher than did (30 to 35%) teachers from the other three Utah institutions.

Table 19

Percentage of Responses to Question 2.B[a] for Significant[b] G^2 Comparisons among Institution Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Preparation in Skill 2.B

	Percent Response		
Institution	None	Less Than Adequate	Adequate
Brigham Young University	c	70	30
University of Utah	c	69	31
Utah State University	c	65	35
Other Utah Institutions	c	50	50

[a] Helping each student develop self-confidence in his academic ability.

[b] $G^2 = 2.1$, $\alpha = .05$.

[c] The "None" responses had to be omitted from the G^2 analysis because of a lack of "None" responses for this category.

[d] A significant G^2 value indicates that the last subgroup listed is significantly different from the rest listed.

It appears that significantly more teachers (21%, Table 20) from Brigham Young University planned on leaving the teaching profession than did teachers from the other two Utah institutions listed. Further research would be needed to determine the reasons for teachers planning to leave the teaching field; such as marriage, another type of career, etc.

According to results of this survey (Table 21) more teachers prepared by Other Utah Institutions (21%) than by Brigham Young University (13%), University of Utah (11%), and Utah State University (10%) were undecided as to whether or not they would choose education as a career if they "had it to do over again." Although fewer teachers graduating from BYU would

Table 20

Percentage of Responses to Question 9[a] for Significant[b] G^2 Comparisons among Institution Subgroups of Teachers in Utah Public Schools, Spring 1977

	Percent Response				
Institution	Remain as Present	Change to Different Age	Change to Counseling	Become an Administrator	Leave Teaching
University of Utah	73	4	2	13	9
Utah State University	75	9	1	9	6
Brigham Young University	63	7	1	8	21

[a] What is your ultimate personal career goal?

[b] $G^2 = 2.6$, $\alpha = .05$.

[c] A significant G^2 value indicates that the last subgroup listed is significantly different from the rest listed.

Table 21

Percentage of Responses to Question 10[a] for Significant[b] G^2 Comparisons among Institution Subgroups of Teachers in Utah Public Schools, Spring 1977

	Percent Response		
Institution	Yes	No	Undecided
Brigham Young University	69	17	13
University of Utah	78	11	11
Utah State University	78	12	10
Other Utah Institutions[c]	74	5	21

[a] If you had it to do over again, would you choose education as a career?

[b] $G^2 = 2.2$, $\alpha = .05$.

[c] A significant G^2 value indicates that the last subgroup listed is significantly different from the rest listed.

choose education as a career than those from the other two Utah institutions, this difference was not found to be significant.

Teachers from Other Utah Institutions tended to rate themselves as a teacher significantly lower than did teachers from the other three Utah institutions (Table 22). Further research would be needed to determine the reliability of these ratings, especially since approximately ninety percent of the teachers tended to rate themselves as being above average.

Table 22

Percentage of Responses to Question 11[a] for Significant[b] G^2 Comparisons among Institution Subgroups of Teachers in Utah Public Schools, Spring 1977

	Percent Response		
Institution	Excellent	Better Than Average	Average
Brigham Young University	c	84	16
University of Utah	c	88	12
Utah State University	c	90	10
Other Utah Institutions[d]	c	71	29

[a] I feel that I am a/an (excellent, better than average, average, below average, or inadequate) teacher.

[b] $G^2 = 2.3$, $\alpha = .05$.

[c] The "Excellent" responses had to be omitted from the G^2 analysis because of a lack of "Excellent" responses for this category.

[d] A significant G^2 value indicates that the last subgroup listed is significantly different from the rest listed.

The results in Table 23 indicate that teachers from Brigham Young University tended to rate themselves lower than did teachers from the other two Utah institutions.

Differences According to Years of Experience. Differences between new teachers and teachers who have had more experience can also be expected,

Table 23

Percentage of Responses to Question 11[a] for Significant[b] G^2 Comparisons among Institution Subgroups of Teachers in Utah Public Schools, Spring 1977

Institution	Percent Response Excellent	Better Than Average	Average
University of Utah	40	53	7[c]
Utah State University	31	61	7
Brigham Young University[d]	24	64	12

[a] I feel that I am a/an (excellent, better than average, average, below average, or inadequate) teacher.

[b] $G^2 = 2.4$, $\alpha = .05$.

[c] Percentages in this table differ from percentages in Table 22 due to the fact that the "Excellent" responses are added to this table, increasing the total responses and reducing the percentages.

[d] A significant G^2 value indicates that the last subgroup listed is significantly different from the rest listed.

both because of experience in the field and also because of changes in preservice programs over the years. However, there were only 2 of the 14 skills analyzed for which differences existed among Years of Service subgroups of teachers. Differences for both of these two skills were in level of importance of the skill. Table 24 contains the results of G^2 analysis for the importance of Skill 1.E (Knowledge of Human Growth and Development). The more experienced teachers tended to rate the importance of this skill higher than the less experienced teachers. However, this trend was not completely directional for the subgroup of secondary teachers in that there were only 62% of those in the 6 Years or More category, compared to 68% in the 3-5 Years category, who rated this skill as being highly important. This skill (Knowledge of Human Growth and Development) would perhaps be expected to be more important to elementary teachers than to secondary teachers.

Table 24

Percentage of Responses to Question 1.E[a] for Significant[b] G^2 Comparisons among Years of Service Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Education Level, for Importance of Skill 1.E

	Percent Response			
	Elementary Teachers		Secondary Teachers	
Years of Service	No or Somewhat	Highly	No or Somewhat	Highly
2 Years or Less	44	56	43	57
3 - 5 Years	31	69	32	68
6 Years or More[c]	16	84	38	62

[a] Knowledge of human growth and development.

[b] $G^2 = 2.9$, $\alpha = .05$.

[c] A significant G^2 value indicates that the last subgroup listed is significantly different from the rest listed.

Differences among the categories of Years of Service were not directional (Table 25) in the teachers' rating for the level of importance of Skill 1.J (Adjusting to Community Morals and Standards). Although teachers with 6 years or more experience tended to rate the importance of this skill higher than teachers with less experience, there was little difference between teachers who had 2 years or less experience and those who had 3 to 5 years of experience.

Table 26 indicates that the more experience teachers had, the higher they tended to rate themselves as a teacher (2 years or less, 11% Excellent; 3-5 years, 27% Excellent; etc.). Few or none of the teachers rated themselves as being "a below average teacher" or "an inadequate teacher." Since administrators tend to base the degree of a teacher's success on his ability to handle classroom discipline, a more valid self-rating may be for teachers to rate their ability to handle discipline problems.

Table 25

Percentage of Responses to Question 1.J[a] for Significant[b] G^2 Comparisons among Years of Service Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Importance of Skill 1.J

Years of Service	Percent Response: No	Somewhat	Highly
2 Years or Less	3	57	40
3 - 5 Years	7	55	38
6 Years or More[c]	2	44	54

[a] Adjusting to community morals and standards.

[b] $G^2 = 2.1$, $\alpha = .05$.

[c] A significant G^2 value indicates that the last subgroup listed is significantly different from the rest listed.

Table 26

Percentage of Responses to Question 11[a] for Significant[b] G^2 Comparisons among Years of Service Subgroups of Teachers in Utah Public Schools, Spring 1977

Years of Service	Percent Response: Excellent	Better Than Average	Average
2 Years or Less	11	67	22
3 - 5 Years	27	63	10
6 Years or More[c]	33	60	7

[a] I feel that I am a/an (excellent, better than average, average, below average, or inadequate) teacher.

[b] $G^2 = 2.7$, $\alpha = .05$.

[c] A significant G^2 value indicates that the last subgroup listed is significantly different from the rest listed.

Additional Topics

Place to Acquire Skills. Table 27 contains percentage of responses for Question 7 (the best place to acquire the skills listed). According to these results, the best place to acquire the teaching skills depended upon the skill. For example, the majority of teachers indicated that University Classes were the best place to acquire the three skills of Operating Audio-Visual Equipment (57% of the teachers), Subject Matter Knowledge (67%), and Knowledge of Human Growth and Development (64%).

The following list is a summary of the best places to acquire the skills for items A, C, and F through L according to the highest percentages of responses near 20% and above.

A (Lesson Plans): University Classes (33%), Student Teaching (33%), and Multiple Settings (22%).

C (Instructional Materials): University Classes (35%), and Multiple Settings (23%).

F (Classroom Discipline): Student Teaching (34%) and Multiple Settings (36%).

G (Innovations): Inservice Education (32%).

H (Dealing with Colleagues): Student Teaching (24%), Inservice Education (22%), Other (22%), and Multiple Settings (20%).

I (Working with Parents): Student Teaching (24%), Inservice Education (26%), Other (22%), and Multiple Settings (19%).

J (Community Standards): Inservice Education (29%), and Other (26%).

K (Relating to Students): Student Teaching (40%), and Multiple Settings (26%).

L (Evaluating Achievement): Student Teaching (32%) and Multiple Settings (25%).

Table 27

Percentage of Responses as to the Best Place to Acquire Each Skill, A - L, According to Teachers in Utah Public Schools, Spring 1977

Item	University Classes	Student Teaching	Inservice Education	Other	Multiple Responses	Total[a] Percent	Total Responses
A (Lesson Plans)[b]	33%	33%	8%	4%	22%	100%	786
B (Audio-Visual Equipment)	57%	7%	16%	4%	15%	100%	792
C (Instructional Materials)	35%	17%	18%	8%	23%	100%	785
D (Subject Knowledge)	67%	5%	4%	5%	19%	100%	790
E (Human Development)	64%	8%	6%	4%	18%	100%	781
F (Classroom Discipline)	7%	34%	11%	13%	36%	100%	795
G (Innovations)	17%	20%	32%	12%	19%	100%	777
H (Dealing with Colleagues)	13%	24%	22%	22%	20%	100%	782
I (Working with Parents)	8%	24%	26%	22%	19%	100%	788
J (Community Standards)	15%	17%	29%	26%	13%	100%	762
K (Relating to Students)	7%	40%	12%	15%	26%	100%	788
L (Evaluation)	22%	32%	9%	12%	25%	100%	771

[a] Row totals may not equal 100% because of rounding.

[b] Abbreviated form for corresponding skills listed in Question 1 of questionnaire.

Factors in Poor Teaching. In Question 8, teachers were asked to rank the three most significant factors that result in poor teaching. Table 28 contains the percentage of responses according to the three most significant factors in rank order. According to these results, Item C (Classroom Discipline) was the factor most often (41.2%) listed as rank order number 1. lack of teacher preparation for classes was the second most often (19.9%) listed. Inadequate communication of subject matter was the factor rank ordered number 1 the third most often.

Overall Assessment of Training Program. Although the different types of educators surveyed indicated that preservice training was less than adequate for the specific teaching skills listed in the questionnaire, when asked to evaluate (Question 6) their preservice education in general, the majority of teachers rated it as being either adequate or excellent. Only 16% of the teachers rated their programs as having been poor, whereas 61% assessed them as adequate, and 23% as excellent. This is an interesting contrast to the same teachers' evaluations of preservice programs in relation to the specific teaching skills.

Ultimate Career Goal. In response to Question 9, the most popular "ultimate personal career goal" was to remain in a teaching assignment similar to the present assignment. Approximately 68% of the teachers indicated that they preferred to remain in similar teaching assignments, 10% preferred to change to different age groups, 2% preferred to change to counseling, 9% desired to become an administrator, and 11% indicated they would like to leave teaching for other positions. This last category might be expected to be high since it included leaving teaching to become a full-time housewife and mother.

Table 28

Percent Responses Rank Ordering Items as Reason for Teacher Failure as Given by Teachers in Utah Public Schools, Spring 1977

Item	Rank Order 1	2	3	Total	N
A (Subject Matter Knowledge)	10.6%[a]	11.7%	13.0%	11.8%[b]	284
B (Communicate Subject Matter)	17.1%	26.1%	22.7%	21.9%	528
C (Classroom Discipline)	41.2%	20.8%	17.2%	26.8%	657
D (Human Growth & Development)	4.2%	6.4%	6.6%	5.7%	138
E (Improper Assignment)	2.8%	6.3%	7.5%	5.5%	132
F (Extra-Classroom Duties)	3.4%	6.4%	11.0%	6.8%	165
G (Community's Lifestyle)	0.7%	2.7%	2.8%	2.0%	49
H (Preparation for Classes)	19.9%	19.4%	19.2%	19.5%	472
Total Percent	100.0%	100.0%	100.0%	100.0%	
Total Responses	848[c]	792	775	2415	2415[d]

[a] 10.6% of all Rank 1 responses were for Item A.

[b] 11.8% of all responses (1-3) were for Item A.

[c] 848 respondents assigned a rank of 1 to one of the Items A - H.

[d] Total of all response ranks 1-3 and therefore approximately 3 times the number of respondents.

Satisfaction with Education as Their Career. A substantial majority of teachers (76%) indicated that if they "had it to do over again" (Question 10), they would choose education as a career. Approximately 11% indicated that they were undecided and 13% responded that they would not choose education as a career. This 13% may be an indication that efforts to screen prospective teachers as to potential career longevity may be worthwhile to institutions which provide teacher training programs.

Self-Evaluation. Responses to Question 11 confirm the researchers' suspicion that self-evaluations of this nature are unrealistic. Over 90% of the teachers indicated that they felt they were either an excellent or better-than-average teacher. Only 8% indicated that they were an average teacher. It could also be expected that those teachers who "truly" (whatever that means) are excellent teachers may be classifying themselves as better-than-average or average. At any rate, not much credence can be placed in responses to this question.

Additional Results from Free-Response Questions and Personal Interviews

Responses to open-ended questions in the questionnaire and those from personal interviews in general were very similar in relation to needs in preservice training programs.

Free-Response Questions

The responses to Question 1.M. (Other), "Further comments" sections, and other types of open-ended questions are listed in Appendix B. The suggestions by teachers listed for Question 1.M. (Other Teaching Skills) included skills in motivation, classroom time management, behavior modification, dealing with administrators, and grading student achievement.

Many of these skills could have been classified with those of 1.A through 2.B of questions 1 and 2.

Responses to Question 3. In Question 3, teachers were asked to list the course(s) or instructional experience in their preservice program which benefited them most. A summary of the most popular responses by teachers is listed in Table 29 (for elementary) and Table 30 (for secondary). The most common response for both secondary and elementary teachers was that of actual experience with students. Both elementary and secondary teachers often stated that experience was better than theory. Other experiences listed most often as being beneficial were discipline experiences, working with good cooperating teachers, and exposure to actual problems. A course in teaching methods was listed by secondary teachers more often than any other specific course. The course listed by elementary teachers most often was one of teaching methods in reading. Teaching methods in mathematics was also popular with elementary teachers.

Responses to Question 4. Teachers were asked to suggest anything which they felt ought to be added to teacher education programs to more adequately prepare teachers. Table 31 (elementary) and Table 32 (secondary) are summaries of the most common suggestions. The most popular suggestion by far for both elementary and secondary teachers was that of having more classroom teaching experience. The second most popular suggestion by both elementary and secondary teachers was that of teaching discipline techniques. The third most common suggestion by secondary teachers was to have courses in classroom management. This was also a popular suggestion by elementary teachers. The third most common suggestion by elementary teachers was "more basic courses, including teaching reading".

Table 29

Summary of Responses to Question 3[a] according to Type of Response and to Institution[b] Attended by Elementary Teachers in Utah Public Schools, Spring 1977

	Number of Response							
	BYU	SUSC	UU	USU	WSC	Other	Undtr	Total
Number of Questionnaires	80	20	28	84	8	21	114	355
Number with no response	7	1	0	8	0	1	6	23
Type of Response[c]								
STUDENT TEACHING:								
Experience with children	22	9	7	17	4	8	27	94
Experience better than theory	4	2	0	6	1	0	12	25
Good cooperating teacher	0	0	0	9	1	2	8	20
Chance to test theories	9	1	0	4	0	1	3	18
Makes education meaningful	5	1	1	4	0	0	1	12
Exposure to actual problems	1	0	4	3	1	0	2	11
Discipline experience	1	0	2	1	0	0	2	6
Other Student Teaching	5	1	2	5	0	2	5	20
Total Student Teaching	47	14	17	49	7	13	60	206
TEACHING METHODS:								
Reading	6	5	2	3	1	2	14	33
Child Lit. & Language Arts	2	1	3	4	0	1	8	19
Math	3	0	0	3	0	0	10	16
Social Studies	0	1	1	6	0	0	6	14
Science	0	0	1	4	0	0	9	14
Total Teaching Methods	12	6	4	14	1	4	24	65
OTHER CATEGORIES:								
Human growth and development	3	2	2	7	1	0	7	22
Psychology	2	5	2	3	0	1	5	18
Audio-visual and media	6	0	0	7	0	0	4	17
Full-year internship	3	3	0	1	0	0	5	12
Other	18	4	10	19	1	4	27	83

[a] Question 3: Please list course(s) or instructional experience which benefited you most in your preservice education.

[b] BYU = Brigham Young University, SUSC = Southern Utah State College, UU = University of Utah, USU = Utah State University, WSC = Weber State College, Other = Out of State Institutions, Undtr = Undetermined Institutions.

[c] A complete list of verbatim responses is provided in Appendix B.

Table 30

Summary of Responses to Question 3[a] according to Type of Response and to Institution Attended by Secondary Teachers in Utah Public Schools, Spring 1977

	Number of Responses							
	BYU	SUSC	UU	USU	WSC	Other	Undtr	Total
Number of Questionnaires	81	8	29	51	11	14	91	285
Number with no response	7	1	5	11	2	3	9	38
Type of Response[b]								
STUDENT TEACHING:								
Actual experience; reality	20	2	7	22	4	5	26	86
Experience better than theory	13	0	1	7	0	2	8	31
Chance to test theories	4	0	2	2	0	0	3	11
Discipline experience	2	0	2	2	0	0	3	9
Good cooperating teacher	3	0	2	1	0	0	3	9
Professors out of date	0	0	0	2	0	0	1	3
Helps in career selection	2	0	0	0	0	0	1	3
Other Student Teaching	2	0	3	5	0	0	4	14
Total Student Teaching	46	2	17	41	4	7	49	166
OTHER CATEGORIES:								
Teaching methods	10	2	4	10	1	2	8	37
Subject matter	3	0	6	3	0	3	10	25
Audio-visual and media	3	0	3	5	0	0	7	18
Psychology	4	1	3	3	0	2	2	15
Tests and measurements	1	1	1	0	0	1	2	6
Other	26	3	6	24	7	0	30	97

[a] Question 3: Please list course(s) or instructional experience which benefited you most in your preservice education.

[b] A complete list of verbatim responses is provided in Appendix B.

Table 31

Summary of Responses to Question 4[a] according to Type of Response and to Institution Attended by Elementary Teachers in Utah Public Schools, Spring 1977

	Number of Responses							
	BYU	SUSC	UU	USU	WSC	Other	Undtr	Total
Number of Questionnaires	80	20	28	84	8	21	114	355
Number with no response	8	1	11	10	2	3	13	48
Type of Response[b]								
More classroom experience or student teaching	31	12	14	37	2	9	40	145
Discipline techniques	13	3	4	11	0	2	13	47
More basic courses, including teaching reading	4	2	4	6	1	3	18	38
Teaching techniques & methods	9	0	5	6	0	3	11	33
Classroom management	5	3	4	3	0	2	15	31
Courses relevant to needs of children	3	0	0	3	1	0	8	15
Public relations	3	0	3	4	0	0	3	13
Instructional media	3	0	3	1	0	1	3	11
Teachers that are good examples of teaching	2	0	2	3	0	0	4	11
Special children techniques	2	1	0	0	0	2	1	6
Other	10	1	0	11	2	2	11	37

[a] Question 4: Please share any suggestions you may have as to what ought to be added to teacher education programs to more adequately prepare teachers.

[b] A complete list of verbatim responses is provided in Appendix B.

Table 32

Summary of Responses to Question 4[a] according to Type of Response
and to Institution Attended by Secondary Teachers
in Utah Public Schools, Spring 1977

	Number of Responses							
	BYU	SUSC	UU	USU	WSC	Other	Undtr	Total
Number of Questionnaires	81	8	29	51	11	14	91	285
Number with no response	12	2	1	10	1	3	14	46
Type of Response[b]								
Observation, actual teaching	25	3	9	25	6	4	30	102
Discipline techniques	6	2	9	14	1	2	16	50
Classroom management techniques	5	1	6	7	1	2	8	30
Cut down on theory	5	0	3	9	1	1	5	24
Workable methods and procedures	2	0	4	5	1	2	3	17
Public school teachers share experiences & teach in college	7	0	2	2	0	2	4	16
Emphasis on student-teacher relationships	3	0	2	5	0	0	4	14
Teaching techniques	2	0	3	3	0	2	4	14
Junior high school/high school teaching experience	3	0	0	6	0	1	1	11
Emphasis on parent-teacher relationships	2	0	2	2	1	0	2	9
More major classes	3	0	2	2	0	0	2	9
Motivation techniques	3	0	3	0	0	1	1	8
Good teachers and methods	3	0	2	1	0	1	0	7
Audio-visual instruction	1	1	0	3	0	0	1	6
Administration instruction	2	0	3	0	0	0	1	6
Other	9	0	4	11	2	0	10	36

[a] Question 4: Please share any suggestions you may have as to what ought to be added to teacher education programs to more adequately prepare teachers.

[b] A complete list of verbatim responses is provided in Appendix B.

Suggestions given for Question 4 may be of interest to educators who offer preservice teaching programs in Utah institutions. Suggestions listed in Table 31 and Table 32 may especially be of interest.

Responses to Question 5. Teachers were asked to list any courses, etc., in their preservice preparation which they would recommend eliminating. Tables 33 (elementary) and 34 (secondary) list the most popular responses to Question 5. The suggestion listed most often by *elementary* teachers in response to Question 5 was to have less theory in the preservice programs; the second was to eliminate education classes, unless they could be improved; and the third and fourth were to eliminate courses in philosophy and in psychology, respectively. The most frequently encountered suggestion by *secondary* teachers was to eliminate education department classes; the second was to have less education theory; and the third and fourth were to eliminate psychology and philosophy, respectively.

Although the majority of respondents emphasized a need for more internship or student teaching, four of the elementary teachers in the category of Other (in Table 33) suggested that there was too much student teaching. Five of the secondary teachers in the category of Other (in Table 34) suggested eliminating observation or teaching experience. These contradictions to the suggestions by the majority of teachers appear to confirm the fact that some teachers need or want things that others do not.

Further Comments

Approximately 25% of the respondents wrote comments and suggestions on the questionnaire under Further Comments. The most frequently expressed notion was that more preservice teaching experience is needed. This need was listed both by teachers and administrators. The comment made most often by principals and superintendents concerned the need for training in class-

Table 33

Summary of Responses to Question 5[a] according to Type of Response and to Institution Attended by Elementary Teachers in Utah Public Schools, Spring 1977

	Number of Responses							
	BYU	SUSC	UU	USU	WSC	Other	Undtr	Total
Number of Questionnaires	80	20	28	84	8	21	114	355
Number with no response	24	7	9	27	5	9	40	121
Type of Response[b]								
A portion of the theory	3	2	4	9	0	0	12	30
None	5	3	1	9	0	4	7	29
Improve or eliminate education department classes	4	2	4	8	1	3	5	27
A portion of general education	3	3	1	5	0	2	4	18
Philosophy	7	1	1	3	0	0	5	17
Psychology	7	0	0	5	0	0	5	17
All are helpful	4	0	1	2	1	0	3	11
Need more experience teaching	1	0	2	6	0	0	2	11
Depends on professor teaching the class--not on the title	2	1	1	0	0	1	5	10
Methods	0	1	1	3	0	1	1	7
Other	24	2	5	11	1	5	23	71

[a] Question 5: Please list any courses, requirements, or aspects of your preservice preparation which you would recommend eliminating.

[b] A complete list of verbatim responses is provided in Appendix B.

Table 34

Summary of Responses to Question 5[a] according to Type of Response and to Institution Attended by Secondary Teachers in Utah Public Schools, Spring 1977

	Number of Responses							
	BYU	SUSC	UU	USU	WSC	Other	Undtr	Total
Number of Questionnaires	81	8	29	51	11	14	91	285
Number with no response	29	0	8	26	5	7	28	103
Type of Response[b]								
Education department classes	8	4	11	20	2	2	21	68
A portion of the theory	5	1	0	7	0	2	13	28
Psychology	7	0	3	9	0	1	3	23
Philosophy	8	1	1	6	0	1	3	20
None	1	0	0	3	0	1	5	10
More on teaching specific major	2	0	0	0	2	0	3	7
Observations/teaching experience	2	0	0	0	1	0	2	5
All are helpful	1	0	1	2	0	0	1	5
Need better professors	2	0	0	2	0	0	1	5
Professors should teach in the public schools	0	0	0	4	0	0	0	4
A portion of general education	1	0	2	1	0	0	0	4
Teaching methods & organization	3	0	0	0	0	0	0	3
Makes classes more relevant	1	0	0	0	0	0	2	3
Other	11	0	5	4	1	0	9	30

[a] Question 5: Please list any courses, requirements, or aspects of your preservice preparation which you would recommend eliminating.

[b] A complete list of verbatim responses is provided in Appendix B.

room discipline and control. One comment by a superintendent is representative of those most commonly listed: "First year teachers fail mainly from lack of ability to manage a classroom of students and [from] poor discipline procedures."

Another of the most common recommendations was for teacher education courses to eliminate much of the theory and philosophy of education and substitute more practical, realistic, and meaningful education classes. Teachers emphasized the need for earlier and more extensive teaching experience in the public school classroom.

Personal Interviews

Responses to personal interviews conducted throughout the state were recorded on cassette tapes to provide an independent check on the validity of the survey results and to provide additional insights. In general, the majority of recorded responses confirmed the overall results of the survey, especially in relation to teachers' perceptions of the importance of classroom discipline, development of better human relations skills, the need for more teaching experiences, screening of prospective teachers, emphasis on teaching the basics (reading, writing, and arithmetic), the need for less theory and more practicum, and the need for college of education professors to return periodically to public school teaching.

A number of additional suggestions for improving teacher training programs were obtained from, and were unique to, the personal interviews. These suggestions are listed in the Summary of Personal Interview Responses in Appendix D.

Possible Certification Requirements

There were six possible new certification requirements suggested by the State Board: three subject areas--Metric System of Measurement, Free Enterprise System, and Reading; and three skills of teaching--Teaching in a Multi-Culture Classroom, Teaching Gifted Students, and Teaching Handicapped Students. A special questionnaire (Form C in Appendix A) was sent to a separate sample of teachers to obtain information concerning teachers' level of preparation in the six possible new certification areas.

Level of Importance and Preparation

Teachers were inadequately prepared in each of the above six certification requirements according to the results of the teachers' questionnaire. Of the three subjects (metric, free enterprise, and reading), reading was rated the most highly important. Reading also received the highest rating in level of preparation compared to the other five subjects or teaching skills. The metric system of measurement was rated as the area of lowest level of preparation.

Teaching Handicapped Students was also rated low as to teachers' level of preparation. Teachers indicated that it was only somewhat important to teach the subjects of Metric System of Measurement and Free Enterprise System.

Teachers' responses regarding the importance of and amount of preparation received in methods of teaching these three subjects (metric system of measurement, free enterprise, and reading) were rated very similar to the ratings for training in the subject areas themselves without regard to methods of teaching the subject areas. However, the need for content learning of the subject area was felt slightly more than the need for training in methods of teaching the subject.

Table 35 contains percentages and paired *t* values for responses to the certification areas of the questionnaire. As might be expected, teachers indicated that their level of preparation for each of the six proposed certification areas was insufficient. The lowest paired *t* value was the comparatively large value of 11.3 (for E, Teaching in a Multi-Culture Classroom). Compared to the *t* values in Table 1, the value of 11.3 is a strong indication that teachers assessed their level of preparation critically low, but the level of importance high for this skill. The teachers rated each of the six possible certification areas between somewhat and highly important.

Each of the subject content areas, and also the teaching methods in those content areas, were rated high in level of importance but low in level of preparation. The level of preparation in relation to the level of importance was nearly as high for each of the subject content areas as it was for teaching methods in the subject content areas (paired *t* = 16.6 compared to paired *t* of 18.5, etc.). The *t* value of 18.5 for "Training in Methods of Teaching: Metric System" indicates that this is the area of lowest level of preparation.

Education Level for Form C

It was expected, as stated in the preliminary report, that major differences would exist between elementary and secondary teachers in certain of the possible certification areas. Teacher responses were therefore analyzed according to education level.

Question 2 of Form C asked the teachers to assess the three subjects and three skills as to their importance and also the teacher's level of preservice preparation. There were only two of the six items in Question 2 for which significant differences existed between elementary and secondary

Table 35

Percent[a] of Response, Mean, and Paired *t* Value[b] between Mean Response per Certification Item[c] for a Sample of 350 Teachers in the Utah Public School System, Spring 1977

Question 2					Question 4					Question 2				
Item	Resp.[d]	I	P	Paired *t*	Item	Resp.[d]	I	P	Paired *t*	Item	Resp.[d]	I	P	Paired *t*
A	0	8.7	65.4		A	0	6.6	65.0		D	0	1.5	37.7	
(metric)	1	50.4	20.6		(metric)	1	50.0	22.5		(gifted)	1	35.5	43.0	
	2	40.9	14.0			2	43.4	12.4			2	63.0	19.3	
	$\bar{x}$	1.3	0.5	16.6		$\bar{x}$	1.4	0.5	18.5		$\bar{x}$	1.6	0.8	16.2
B	0	4.2	36.7		B	0	5.0	46.5		E	0	6.0	43.0	
(free	1	47.6	38.0		(free	1	49.0	35.3		(multi-	1	47.3	30.9	
enter-	2	48.2	25.3		enter-	2	46.0	18.2		culture)	2	46.7	26.1	
prise)	$\bar{x}$	1.4	0.9	11.4	prise)	$\bar{x}$	1.4	0.7	14.2		$\bar{x}$	1.4	0.8	11.3
C	0	0.9	15.5		C	0	1.5	21.6		F	0	3.0	47.5	
(reading)	1	7.3	44.8		(reading)	1	11.2	45.3		(handi-	1	54.0	34.4	
	2	91.8	39.7			2	87.3	33.1		capped)	2	43.0	18.1	
	$\bar{x}$	1.9	1.2	16.7		$\bar{x}$	1.9	1.1	17.1		$\bar{x}$	1.4	0.7	13.9

[a] Percent response is the percent of the total 0 through 2 response for each type of rating (importance or preparation).

[b] The paired *t* statistic in this case is a measurement of association and not a differential statistic used to test for significant differences.

[c] Items in questions 2 and 4 of questionnaire (Form C) in Appendix A (e.g., Question 2, Item A is Subject "a" in the questionnaire).

[d] Response for questionnaire: I = Important, 0 = No, 1 = Somewhat, 2 = Highly, $\bar{x}$ = mean of 0 through 2; P = Preparation, 0 = None, 1 = Less than Adequate, 2 = Adequate, $\bar{x}$ = mean of 0 through 2.

teachers in their responses. One of the items was the subject Reading and the other was the skill Teaching Gifted Students. In each case, ratings by elementary teachers tended to be higher than those by secondary teachers. For reading, there was a significant difference between elementary and secondary teachers, both for the level of importance and for the level of preparation. Table 36 contains the results for level of importance of Item C. Elementary teachers tend to rate the importance of this subject higher than secondary teachers. Table 37 contains the statistical comparisons for level of preparation in Item C. Again, elementary teachers rated

Table 36

Percentage of Responses to Question 2.C[a] (Form C) for Significant[b] G^2 Comparisons between Education Level Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Importance of Subject 2.C

	Percent Response	
Education Level	No or Somewhat	Highly
Elementary Teachers	1	99
Secondary Teachers	16	84

[a] Reading, elementary and secondary (in content areas, if secondary teacher.

[b] $G^2 = 2.2$, $\alpha = .05$.

Table 37

Percentage of Responses to Question 2.C[a] (Form C) for Significant[b] G^2 Comparisons between Education Level Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Preparation in Subject 2.C

	Percent Response		
Education Level	None	Less Than Adequate	Adequate
Elementary Teachers	4	55	40
Secondary Teachers	31	33	36

[a] Reading, elementary and secondary (in content areas, if secondary teacher.

[b] $G^2 = 3.3$, $\alpha = .05$.

themselves as being more adequately prepared than did secondary teachers. Elementary teachers also tended to rate the level of importance of Skill 2.D (Teaching Gifted Students) higher than did secondary teachers (Table 38). These differences between elementary and secondary teachers could naturally be expected.

Table 38

Percentage of Responses to Question 2.D[a] (Form C) for Significant[b] G^2 Comparisons between Education Level Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Importance of Skill 2.D

	Percent Response	
Education Level	No or Somewhat	Highly
Elementary Teachers	30	70
Secondary Teachers	55	45

[a] Teaching gifted students.

[b] $G^2 = 2.7$, $\alpha = .05$.

Question 4 of Form C asked teachers to rate the importance and also the level of preparation in methods of teaching for three of the items listed in Question 2. There were significant differences for 2 of the 3 items listed in Question 4: items B and C. The results in Table 39 indicate that elementary teachers rated the importance of training in methods of teaching the free enterprise system (Item B) higher than did secondary teachers.

Elementary teachers also rated (Table 40) their level of preparation higher than did secondary teachers for training in methods of teaching reading (Item C). Elementary teachers also rated the importance of training in methods of teaching reading higher (Table 41) than did secondary teachers. Even though secondary teachers did not rate the importance of

Table 39

Percentage of Responses to Question 4.B[a] (Form C) for Significant[b] G^2 Comparisons between Education Level Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Importance of Training in Methods of Teaching Subject 4.B

	Percent Response	
Education Level	No or Somewhat	Highly
Elementary Teachers	51	49
Secondary Teachers	65	35

[a] Free enterprise system.

[b] $G^2 = 2.2$, $\alpha = .05$.

Table 40

Percentage of Responses to Question 4.C[a] (Form C) for Significant[b] G^2 Comparisons between Education Level Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Importance of Training in Methods of Teaching Subject 4.C

	Percent Response	
Education Level	No or Somewhat	Highly
Elementary Teachers	2	98
Secondary Teachers	27	73

[a] Reading, elementary and secondary (in content areas, if secondary teacher).

[b] $G^2 = 2.2$, $\alpha = .05$.

Table 41

Percentage of Responses to Question 4.C[a] (Form C) for Significant[b] G^2 Comparisons between Education Level Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Preparation in Methods of Teaching Subject 4.C

	Percent Response		
Education Level	None	Less Than Adequate	Adequate
Elementary Teachers	4	58	38
Secondary Teachers	40	36	24

[a] Reading, elementary and secondary (in content areas, if secondary teacher).

[b] $G^2 = 3.9$, $\alpha = .05$.

this training as high as elementary teachers, the fact that 73% of secondary teachers rated this training as highly important is an indication that special consideration may need to be given secondary teachers in this respect in the teacher training preservice programs.

Differences According to Institution

There were only two cases where significant differences existed between institution categories of teachers in relation to the possible certification areas. Both of these differences were for Question 4, Item B (training in methods of teaching free enterprise system): level of importance and level of preparation. Differences for institution categories were for University of Utah and Utah State University. The differences for level of importance depended upon education level categories. The results in Table 42 indicate that elementary teachers from University of Utah tended to rate the level of importance of Item 4.B higher than did elementary teachers from Utah State University. However, secondary teachers from the University of Utah tended to rate the level of importance for Item 4.B lower than did teachers from Utah State University.

Table 42

Percentage of Responses to Question 4.B[a] (Form C) for Significant[b] G^2 Comparisons between two Institution Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Education Level, for Level of Importance of Training in Methods of Teaching Subject 4.B

	Percent Response			
	Elementary		Secondary	
Institution	No or Somewhat	Highly	No or Somewhat	Highly
University of Utah	36	64	87	13
Utah State University	71	29	54	46

[a] Free enterprise system.

[b] $G^2 = 2.0$, $\alpha = .05$.

Teachers from the University of Utah tended to rate the level of preparation significantly higher (Table 43) than did teachers from Utah State University in methods of teaching the free enterprise system.

Table 43

Percentage of Responses to Question 4.B[a] (Form C) for Significant[b] G^2 Comparisons between Two Institution Subgroups of Teachers in Utah Public Schools, Spring 1977, according to Level of Preparation in Methods of Teaching Subject 4.B

	Percent Response	
Institution	Less Than Adequate	Adequate
University of Utah	33	67
Utah State University	83	17

[a] Free enterprise system.

[b] $G^2 = 2.3$, $\alpha = .05$.

These results indicate that there were comparatively few differences between institution levels for items listed in questions 2 and 4 of Form C.

Place to Acquire Skills

The majority of teachers indicated that the two "best places" to acquire skills in methods of teaching for the above six potential certification areas were University Classes and/or Inservice Education (Table 44). The responses were divided approximately one-third for each of the three categories: University Classes, Inservice Education, and Combinations. Many teachers indicated that most of the skills in Methods of Teaching listed in Table 44 should be acquired in two or more of the places listed.

Type of Preservice Training

Responses to Question 3 (Form C) in regard to preservice training, for each of the three subjects and three skills, are listed in Appendix B

Table 44

Percentage of Total Respondents Indicating the Best Place to Acquire Certain Proposed Certification Teaching Skills, for the Sample of 350 Teachers (Form C) in Utah Public Schools, Spring 1977

	Best Place to Acquire the Skills				
Methods of Teaching:	University Classes	Student Teaching	Inservice Education	Other (Please Specify)	Combinations*
The Metric System of Measurement	32%	2%	38%	4%	24%
The Free Enterprise System	44%	3%	27%	3%	23%
Reading, elementary and secondary (in content areas, if secondary teacher)	31%	9%	17%	4%	40%
Gifted Students	25%	13%	28%	4%	30%
In a Multi-Culture Classroom	16%	19%	32%	6%	26%
Handicapped Students	26%	14%	29%	4%	28%

*Combinations consist of two or more of the other headings listed.

under the heading FORM "C" (Teacher), Question 3. Approximately 100 (comprised almost exclusively of secondary teachers) of the 350 teachers indicated that they had no reading courses or experience in their preservice training. More than 200 teachers indicated that they had received training in at least one or more classes in reading. Thus, although many of the teachers had received some training in the subject of reading, nearly one third had not.

As might be expected, the vast majority of teachers had received no training or experience in their preservice education program in the metric system of measurements. Of the 350 teachers responding, 226 indicated they had received no training in this area. There were 165 teachers who indicated that they had received no training in their preservice program in the free enterprise system. An additional dozen or more teachers indicated that they had received little training, or did not know what the free enterprise system was.

The majority of the teachers had received no training for each of the three types of skills listed. In addition, the number of teachers who indicated they had received no training in their preservice education was approximately the same for each of the three types of skills: 199 for for Teaching in a Multi-Culture Classroom, 192 for Teaching Gifted Students, and 201 for Teaching Handicapped Students.

Further Comments.

Of the six possible new certification items, the metric system was mentioned most frequently in the questionnaire section providing for further comments in Form C. Comments which specifically mention one of the certification items are marked with a "c" in the list of Further Comments in

Appendix C. The four following quotations are examples representative of the comments made in relation to the certification requirements:

> Metric workshops and free enterprise workshops should be taught as they (the subjects) would be taught to the public classroom student and not so much on a college student level.
>
> I teach instrumental music; hence metric, free enterprise, etc., is not a necessity with my work. However, I understand them well enough and appreciate their worth.
>
> I personally feel that the students coming out of college as T.A.'s and student teachers are better prepared than I was. Much of my learning has come from on-the-job training. . .
>
> Why don't you worry more about the basics instead of free enterprise, multi-culture, and metric?

A comment evidently made by an elementary school teacher expressed needs in addition to the possible new certification areas:

> We need much greater emphasis in reading phonics, math, and especially classroom discipline, effective teacher pupil interaction (human relations). We should have extensive required work in both behavior mod and also affect training.

Inservice teachers were not uniform in their perceived need for the subjects and skills, nor the methodological preparation to teach them. Therefore, it would be unwise to draw generalized conclusions about preservice program needs. It may be that some sort of selection or differentiation would be advisable in the preservice programs.

SUMMARY AND CONCLUSION

The evaluation of teacher education programs in institutions of higher education is one of the most crucial, yet most ignored, areas of educational research. Nationally, the majority of reported follow-up studies on effectiveness of teacher education programs has been limited to specific subject areas or in scope of analysis. Typically, the results of previous studies indicate that teacher education graduates value those learning activities in their preparation program which are school or student oriented.

The purpose of this study was two fold. The first was to provide an overall appraisal of preservice teacher education programs by teachers and administrators of Utah public schools. The second was to determine the extent to which teachers of public schools in Utah had obtained an education in six areas of new certification concern (as determined by the Utah State Board of Education), and also the extent to which they had received training in methods of teaching these six areas.

Personal interviews were conducted in various parts of the state to determine the type of questionnaire and research approach which would be best adapted to this type of research. Additional personal interviews and questionnaire free-response questions were also used to obtain suggestions and answers to specific problems, in addition to questionnaire information obtained for multivariate statistical analysis. Stratification of random sampling was based on education level (elementary and secondary), locale (urban and rural), and educator position (teacher, principal, and superintendent). Subgroup categories analyzed were educational level, locale, educator position, sex, institution (where training program was received), and years of service (1-2 years, 3-5 years, and 6 or more years).

The results of the analysis indicate that although the educators surveyed indicated that preservice training was less than adequate for a number of crucial teaching skills, the majority of teachers rated their overall preservice training as being either adequate or excellent. However, in the opinion of superintendents, principals, and teachers, the preservice training programs experienced by teachers in Utah public schools have not adequately prepared teachers in certain crucial skills for their teaching experiences. Six of the 14 teaching skills in questions 1 and 2 were very pronounced in degree of importance and inadequacy of preparation: 1.F (Discipline), 1.I (Working with Parents), 1.K (Relating to Students), 1.L (Evaluation), 2.A (Developing Student Talents), and 2.B (Developing Student Self-Confidence). Both skills analyzed in Question 2 were rated highly important with less than adequate preparation in each case by teachers, principals and superintendents.

The following appear to be the most pronounced areas of deficiency in preservice programs according to teachers and administrators in the survey and personal interviews:

1. Practical training in handling classroom discipline was judged to be the number-one need in teacher preparation programs.

2. Prospective teachers need earlier and more extensive experience in the public schools, with (perhaps) follow-up seminars after some full-time teaching has been experienced. Internships were especially recommended.

3. There should be less theory and philosophy taught in teacher education programs; more practical and realistic classes were desired.

4. Developing positive human relations (i.e., student-teacher relations, parent-teacher relations, and relations with colleagues) should be one of the basic skills acquired in teacher preparation programs.

5. There is a critical need for teachers to have strong skills in helping each student understand and develop his particular talents, and also in helping each student develop self-confidence in his academic abilities.

6. More training in evaluating and grading student achievement was requested by all three responding groups.

7. There was an expressed desire that elementary education emphasize the basics of reading, writing, and arithmetic.

Teachers, principals, and superintendents differed somewhat in their responses to the majority of teaching skills in Question 1, but not in Question 2. Principals and superintendents tended to rate the preparation level higher than teachers themselves did, where differences existed. There were few differences between subgroups analyzed, except for the categories of educator position and institution. The following list is a summary of differences between subgroups for the various categories where differences did exist.

Educator Position

1. Teachers rated the importance of skills related to the following slightly lower than did administrators: A (Lesson Plans), E (Human Development), H (Working with Colleagues), I (Working with Parents), and J (Community Standards).

2. Teachers rated the level of preparation slightly lower than administrators rated the teachers' level of preparation in the following skills: 1.G (Innovations), 1.H (Dealing with Colleagues), 1.I (Working with Parents), 1.J (Community Standards), 1.K (Relating to Students), 2.A (Developing Student Talent), and 2.B (Developing Student Self-Confidence).

3. Teachers rated themselves higher than did the administrators in the two areas of preparation in 1.A (Lesson Plans) and 1.E (Human Development).

Sex

There were no significant differences between male and female teachers in their response to level of preparation in the skills analyzed. There were only three skills for which significant differences existed as to level of importance of the skills analyzed. There were two additional questions for which significant differences existed between male and female teachers.

1. Female teachers tended to rate the level of importance of three skills higher than did male teachers: A (Preparing Lesson Plans), G (Assessing and Implementing Innovations), and I (Working with Parents in the Educational Process).

2. In general, female teachers tended to be more satisfied than male teachers with their particular preservice training program.

3. Female teachers tended to be more satisfied with education as a career than did male teachers.

The results of the survey indicate that more and earlier exposure to classrooms could help save a large number of male teachers from selecting an education career who would be dissatisfied with that career. It appears that some type of career education or internships could be greatly beneficial to these teachers and save the public school system many problems which result from unsatisfied teachers. The fact that one out of every four male teachers is dissatisfied with education as a career may be one reason that administrators suggested the need for better screening of prospective teachers.

Education Level

Only six cases of significant differences existed between education levels of teachers. These six cases were for teaching skills analyzed. In each of the six cases, secondary teachers tended to rate the level of importance, or their level of preparation, lower than did elementary teachers.

1. Audio-visual equipment: preparation level.

2. Human growth and development: preparation level.

3. Classroom discipline: level of importance.

4. Classroom discipline: preparation level.

5. Dealing with colleagues: level of importance.

6. Evaluating achievement: level of importance.

Since some secondary teachers indicated the need for further training in areas most common to elementary teaching, such as techniques in reading and further training in human growth and development, results of this study could be used to adjust present training programs to fill such needs.

Years of Experience

1. Differences in rating existed (but were not directional) between categories of years of experience, for levels of preparation for E (Human Development), preparation in H (Dealing with Colleagues), importance of and preparation for J (Community Standards.

2. Ratings in the level of preparation increased with the years of experience for G (Innovations).

3. Self-rating as a teacher increased as years experience increased.

Institutions of Teacher Education Programs

Teachers from different institutions tended to agree as to level of importance of each of the skills analyzed in this survey. Significant differences in patterns of responses for level of preparation exist for 6 of the 14 skills analyzed. There appeared to be little trend in differences for institution categories. Where differences occurred, in a few limited cases, teachers from Other Institutions tended to rate their level of preparation higher than teachers from Utah institutions. Some differences also existed between University of Utah and Utah State University. There were few significant differences between the pattern of responses by teachers from Brigham Young University and teachers from the other institutions.

Place to Acquire Skills

According to the results of this survey, the best place to acquire teaching skills depended upon the skill. In the majority of cases, multiple settings were suggested for acquiring the teaching skills. The most prominent place to acquire skills suggested was in student teaching or on-the-job training.

Factors in Poor Teaching

Lack of classroom discipline was rated as the number-one factor that results in poor teaching. This rating confirms the analysis of teaching skills in questions 1 and 2. Lack of preparation for classes and inability to communicate subject matter were also rated as primary factors contributing to poor teaching.

Additional Topics

Approximately 68% of the teachers surveyed indicated that they preferred remaining in present teaching assignments, 10% preferred to change to different age groups, 11% preferred to change to counseling or to become an administrator, and 11% indicated they would like to leave teaching for other positions. Approximately 13% responded that they would not choose education as a career if they had it to do over again, and 11% indicated that they were undecided in this regard. These results indicate that some type of screening and counseling could more adequately prepare prospective teachers.

The results from personal interviews and free-response questions in the questionnaire tend to confirm or complement the results of the multivariate statistical analysis and, in addition, add valuable suggestions to help improve preservice training programs. The summaries and lists of suggestions provided in the appendices could be used as a valuable source for helping educators upgrade the preservice training program in Utah institutions of higher education. Many of these suggestions could also be used to improve the education programs in Utah public schools.

Teachers were asked to suggest what they felt ought to be added to teacher education programs to more adequately prepare teachers. The most popular suggestion for both elementary and secondary teachers was that of having more classroom teaching experience. The second most popular suggestion was that of teaching discipline techniques. The third most common suggestion by elementary teachers was to have more basic courses, including teaching reading.

The comment most often made in the Further Comments section of the questionnaire by principals and superintendents concerned the need for training in classroom discipline and control. Many administrators indicated that teachers need to find their own way of teaching and handling classroom discipline, but that more practical experience and example is needed to help them do so. It was emphasized by a number of respondents that there is a need to have an internship with a variety of the best cooperating teachers. Teachers and administrators both emphasized the need to eliminate much of the theory and philosophy of education and substitute more practical, realistic, and meaningful education classes.

A large number of administrators and teachers expressed strong negative feelings and even resentment toward faculty of their preservice education programs. An often expressed feeling was that university professors in these programs should have recent experience in public school teaching.

The following observations were those cited most often in personal interviews as areas of greatest needs for preservice program improvements in training prospective teachers:

1. Teachers and administrators alike emphasized the need for development of better human relations skills, including love for students, understanding of child development, and ability to work productively with students, parents, and colleagues.

2. Preservice teaching experience at more than one grade level was recommended, especially by teachers. One English teacher stated, "My academic preparation in my department did not prepare me to teach at the junior high school level."

3. Earlier and more teaching experiences were an often-cited need for teacher preparation programs. The benefit of this is illustrated by one young teacher who served as a teacher's aide while still a student in high school. This experience was followed by an internship and then student teaching. Both the principal and the teacher indicated that this three-year combination of teaching experiences helped make this teacher one of the best qualified teachers.

4. Screening prospective teachers, another suggestion often made in the interviews, may possibly be accomplished by a three year teaching experience in the type of training program suggested above. This type of training would also enable a prospective teacher to seek out the type of preservice training which that teacher specifically needs.

5. Too many teachers drain children of self-confidence and propose failure rather than success.

6. College classroom experience alone does not adequately train teachers; it takes school experience also. One student teaching experience may not be enough; a teacher in training needs to see a good variety of how other teachers go through a day. One suggestion was to have a whole academic quarter (or semester) spent on one-week visits to different classrooms.

7. Experienced teachers need a couple of days each year to visit other classrooms so as to not get in a rut.

8. Administrators and college of education professors should return to the classroom either as a substitute or regular teacher every so often.

A Few Final Observations

The results of this study indicate that the typical Utah preservice education program needs to be reoriented if it is to prepare prospective teachers adequately. It appears that additional instruction and training are critically needed in teacher education programs, particularly for the six teaching skills of (1) handling classroom discipline, (2) working with parents, (3) relating to students, (4) evaluating student work and achievement, (5) developing student talents, and (6) developing students' self-confidence.

Several administrators suggested in personal interviews that the educational psychology department of a university could provide a course or unit that is not theoretical but practical application of one or two specific techniques, such as Thomas Gordon's Teacher Effectiveness Training or the C Concept. Similar training could be provided in evaluating and grading student work and achievement. Vocal comments made by teachers indicate that most are struggling with issues of the grading controversy.

The two teaching skills in Question 2 (forms A, B, and D) were added to the survey because of problems identified in the pilot personal interviews concerning evaluation, grading, and discipline problems. The survey results of these two questions indicate a crucial need of reorientation, both in the public school system and in teacher training programs. Such reorientation would be directly related to evaluation, grading, and discipline problems.

Research Addenda

A number of research topics and questions are currently in process of analysis. An addendum will be added to this study for each of these topics as completed. For example, extended computer tape problems with urban-rural analysis have delayed completion of this stage of the research, which will be added in a later addendum. In addition, further research is being conducted on responses from students presently in the BYU preservice teacher training program. A subsample of non-respondents is also being surveyed to compare results with those of this study. Results of a study on the state-of-the-art of grading issues may also be available for the addendum.

Suggestions for Further Research

Further research could greatly enhance the decision making process and administrative procedures for methods of implementing reorientation in programs as suggested in this study for public schools and teacher training systems. For example, further research could be conducted to determine the best type, or combination of types, of methods to help teachers acquire skills in handling classroom discipline. It may be possible that further research could solve the problems of whether or not teachers who do not have the proper personality or skills to maintain good classroom discipline could change their personality or acquire the skills necessary.

Further research could be conducted to identify the types of screening programs to either eliminate prospective teachers who would be poor teachers or to provide special training to improve them. Research is needed to determine the type of internship or career education which would save prospective teachers from selecting education as a career who would later be dissatisfied with that career.

Additional research may be needed to answer questions related to the differences between elementary and secondary teachers in rating the importance of evaluating students. For example, what are the reasons that elementary teachers rate the importance of evaluation higher than do secondary teachers?

Research may be needed as an on-going process to redefine the educational goals and processes to strengthen the areas in preservice programs which were identified in this study as being the most pronounced areas of deficiencies. Such research could provide answers to the following questions.

1. What type of "earlier and more extensive experience in the public schools" is needed?

2. What type of internship would best fill the needs of prospective teachers?

3. What type of practical and realistic classes could be provided by preservice teacher training programs at institutions of higher education?

4. What are the best types of training methods and programs for developing positive human relationships needed in successful teaching?

5. At what levels of preservice preparation and how extensive should training in evaluating and grading student achievement be to provide adequate teaching skills?

6. What is the need, and what are the best procedures, for returning to more emphasis on reading, writing, and arithmetic in elementary education?

7. To what extent should university professors spend more time in the public schools? What should be the nature of such involvement?

Additional research could be used to determine the extent to which special programs or units are needed for individual prospective teachers since some teachers need more training than others in particular skills.

Although the statistical analysis of this study was based on the assumption that the data provided on the State Board computer tape was correct, previous research of this nature has indicated that accuracy of data files cannot be expected. It is recommended that if future research of this nature is conducted that consideration be given to careful validation of data obtained from the computer tape file. Since the time and finance involved in such validation is generally prohibitive, consideration might be given for carefully validating a subsample.

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APPENDIX A

Cover letter A.1

Questionnaires

  Form A A.2

  Form B A,6

  Form C A.10

  Form D A.13

A.1

UTAH STATE BOARD OF EDUCATION
UTAH STATE BOARD FOR VOCATIONAL EDUCATION
250 East Fifth South Street, Salt Lake City, Utah 84111
WALTER D. TALBOT, STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

April 28, 1977

Dear Colleague:

The State Board of Education is evaluating teacher education programs of colleges and universities for individuals who teach in the state of Utah. Your help is urgently needed to provide a comparative assessment of pre-service training programs.

Your name and Social Security number are needed for computer analysis in relation to information obtained from permanent records, such as years of teaching experience, size of school, state in which pre-service preparation was obtained, etc. All information will be kept strictly confidential, reported only in terms of summary information, and the questionnaire will be destroyed after the information has been tabulated by a private agent.

The estimated time to complete this questionnaire is 17 minutes. Your prompt response will be greatly appreciated since the return of this questionnaire is needed within the next three days.

Your contribution to education in the state of Utah is greatly appreciated.

Sincerely yours,

Lerue Winget

Lerue Winget
Acting Superintendent

LW/ic

LERUE WINGET, Associate Superintendent
Office of Instruction Services

VERE A. McHENRY, Administrator
Division of Staff Development
Pre-Service Teacher Education & Certification (801) 533-5965
In-Service Staff Development (801) 533-5965
Pupil Personnel Services (801) 533-6040
Special Education (801) 533-5982

EVALUATION OF PRE-SERVICE TEACHER EDUCATION PROGRAMS

Principal
(Form A)

Please evaluate teachers as to their pre-service preparation by responding to the following items.

1. Please indicate your assessment of the following teaching skills, "a" through "m", as to importance for successful teaching; also indicate the extent to which teachers in your school have been adequately prepared, on the average. (Please circle appropriate number.)

Teaching Skill	Important			Preparation		
	No	Somewhat	Highly	None	Less than Adequate	Adequate
a. Preparing lesson plans	0	1	2	0	1	2
b. Operating audio-visual equipment	0	1	2	0	1	2
c. Selecting and using instructional materials	0	1	2	0	1	2
d. Subject matter knowledge	0	1	2	0	1	2
e. Knowledge of human growth and development	0	1	2	0	1	2
f. Handling classroom discipline	0	1	2	0	1	2
g. Assessing and implementing innovations	0	1	2	0	1	2
h. Dealing with colleagues in a professional setting	0	1	2	0	1	2
i. Working with parents in the educational process	0	1	2	0	1	2
j. Adjusting to community morals and standards	0	1	2	0	1	2
k. Relating personally to individual students	0	1	2	0	1	2
l. Evaluating student work and achievement	0	1	2	0	1	2

2. Please indicate your assessment of the following two teaching skills as to importance for successful teaching; also indicate the average extent to which teachers in your school have been adequately prepared. (Please circle appropriate number.)

	Important			Preparation		
	No	Somewhat	Highly	None	Less than Adequate	Adequat
a. Helping each student understand & develop his particular talents	0	1	2	0	1	2
b. Helping each student develop self confidence in his academic ability	0	1	2	0	1	2

3. Please list some of the pre-service courses or instructional experiences you feel are most beneficial for preparing teachers.____________________

____

____

4. Please share any suggestions you may have as to what ought to be added to teacher education programs to more adequately prepare teachers.____________________

____

____

5. Please list any courses, requirements, or aspects of pre-service preparation for teachers which you would recommend eliminating. ____________________

____

____

6. Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills listed below. ("Other" might include such things as an Internship, acquiring skills during regular teaching only, etc.)

	Univ. Classes	Student Teaching	Inservice Education	Other (Please Specify)
a. Preparing lesson plans				
b. Operating audio-visual equipment				
c. Selecting and using instructional material				
d. Subject matter knowledge				
e. Knowledge of human growth and development				
f. Handling classroom discipline				
g. Assessing and implementing innovations				
h. Dealing with colleagues in a professional setting				
i. Working with parents in the educational process				
j. Adjusting to community morals and standards				
k. Relating personally to individual students				
l. Evaluating student work				

7. Which are the three most significant factors that result in poor teaching? (Please rank order the three: 1 = most significant, 2 = next most, etc.)

____a. Inadequate knowledge of subject matter
____b. Inability to communicate subject matter
____c. Classroom discipline problems
____d. Inadequate knowledge of human growth and development
____e. Improper or inappropriate assignment
____f. Too many extra-classroom duties, responsibilities, activities, etc.
____g. Differences between the teacher's and community's philosophy/lifestyle.
____h. Inadequate preparation for classes
____i. Other (please specify):______________________________

8. If you had it to do over again, would you choose education as a career? (Please circle one.)

   a. Yes

   b. No

   c. Undecided

Name____Social Security No.______/_____/_____

Further comments:

A.6

EVALUATION OF PRE-SERVICE TEACHER EDUCATION PROGRAMS

Teacher
(Form B)

Please evaluate your pre-service training program by responding to the following items.

1. Please indicate your assessment of the following teaching skills, "a" through "m", as to importance for successful teaching; also indicate the extent to which your pre-service preparation was adequate. (Please circle appropriate number.)

	Teaching Skill	Important			Preparation		
		No	Somewhat	Highly	None	Less than Adequate	Adequate
a.	Preparing lesson plans	0	1	2	0	1	2
b.	Operating audio-visual equipment	0	1	2	0	1	2
c.	Selecting and using instructional materials	0	1	2	0	1	2
d.	Subject matter knowledge	0	1	2	0	1	2
e.	Knowledge of human growth and development	0	1	2	0	1	2
f.	Handling classroom discipline	0	1	2	0	1	2
g.	Assessing and implementing innovations	0	1	2	0	1	2
h.	Dealing with colleagues in a professional setting	0	1	2	0	1	2
i.	Working with parents in the educational process	0	1	2	0	1	2
j.	Adjusting to community morals and standards	0	1	2	0	1	2
k.	Relating personally to individual students	0	1	2	0	1	2
l.	Evaluating student work and achievement	0	1	2	0	1	2
m.	Other (please specify):	0	1	2	0	1	2

____

2. Please indicate your assessment of the following two teaching skills as to importance for successful teaching; also indicate the extent to which your pre-service preparation was adequate. (Please circle appropriate number.)

	Important			Preparation		
	No	Somewhat	Highly	None	Less than Adequate	Adequate
a. Helping each student understand & develop his particular talents	0	1	2	0	1	2
b. Helping each student develop self confidence in his academic ability	0	1	2	0	1	2

3. Please list course(s) or instructional experience which benefited you most in your pre-service education (if a response is "student teaching", please tell why it benefited you most).

4. Please share any suggestions you may have as to what ought to be added to teacher education programs to more adequately prepare teachers.

5. Please list any courses, requirements, or aspects of your pre-service preparation which you would recommend eliminating.

6. Please give an overall assessment of your particular pre-service training program. (Please circle one.)

Poor

Adequate

Excellent

Any comments?:

7. Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills listed below? ("Other" might include such things as an Internship, acquiring skills during regular teaching only, etc.)

	Univ. Classes	Student Teaching	Inservice Education	Other (Please Specify)
a. Preparing lesson plans				
b. Operating audio-visual equipment				
c. Selecting and using instructional materials				
d. Subject matter knowledge				
e. Knowledge of human growth and development				
f. Handling classroom discipline				
g. Assessing and implementing innovations				
h. Dealing with colleagues in a professional setting				
i. Working with parents in the educational process				
j. Adjusting to community morals and standards				
k. Relating personally to individual students				
l. Evaluating student work and achievement				

8. Which are the three most significant factors that result in poor teaching? (Please rank order the three: 1 = most significant, 2 = next most, etc.)

____a. Inadequate knowledge of subject matter
____b. Inability to communicate subject matter
____c. Classroom discipline problems
____d. Inadequate knowledge of human growth and development
____e. Improper or inappropriate assignment
____f. Too many extra-classroom duties, responsibilities, activities, etc.
____g. Differences between the teacher's and community's philosophy/lifestyle.
____h. Inadequate preparation for classes
____i. Other (please specify):______________________________

9. What is your ultimate personal career goal?

   a. Remain in teaching assignments similar to present
   b. Change to different age group
   c. Change to counseling
   d. Become an administrator
   e. Leave teaching for other position, full-time housewife, etc.

10. If you had it to do over again, would you choose education as a career? (Please circle one)

    a. Yes

    b. No

    c. Undecided

11. I feel that I am:

    a. an excellent teacher
    b. a better than average teacher
    c. an average teacher
    d. a below average teacher
    e. an inadequate teacher

Name________________________________ Social Security No.___/___/___

Further comments:

EVALUATION OF PRE-SERVICE TEACHER PREPARATION PROGRAMS

Teacher
(Form C)

Please evaluate your pre-service training program by responding to the following items.

1. Please indicate your assessment of the following teaching skills, "a" through "m", as to importance for successful teaching; also indicate the extent to which your pre-service preparation was adequate. (Please circle appropriate number.)

	Teaching Skill	Important			Preparation		
		No	Somewhat	Highly	None	Less than Adequate	Adequate
a.	Preparing lesson plans	0	1	2	0	1	2
b.	Operating audio-visual equipment	0	1	2	0	1	2
c.	Selecting and using instructional materials	0	1	2	0	1	2
d.	Subject matter knowledge	0	1	2	0	1	2
e.	Knowledge of human growth and development	0	1	2	0	1	2
f.	Handling classroom discipline	0	1	2	0	1	2
g.	Assessing and implementing innovations	0	1	2	0	1	2
h.	Dealing with colleagues in a professional setting	0	1	2	0	1	2
i.	Working with parents in the educational process	0	1	2	0	1	2
j.	Adjusting to community morals and standards	0	1	2	0	1	2
k.	Relating personally to individual students	0	1	2	0	1	2
l.	Evaluating student work and achievement	0	1	2	0	1	2
m.	Other (please specify):	0	1	2	0	I	2

____

2. Please indicate your assessment of the following subjects and teaching skills, "a" through "f"; as to the importance for successful teaching; also indicate the extent to which your pre-service preparation was adequate. (Please circle the appropriate number.)

	Important			Preparation		
Subjects:	No	Somewhat	Highly	None	Less than Adequate	Adequate
a. Metric system of measurement	0	1	2	0	1	2
b. Free enterprise system	0	1	2	0	1	2
c. Reading, elementary and secondary (in content areas, if secondary teacher)	0	1	2	0	1	2
Skills:						
d. Teaching gifted students	0	1	2	0	1	2
e. Teaching in a multi-culture classroom	0	1	2	0	1	2
f. Teaching handicapped students	0	1	2	0	1	2

3. Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Subjects:

Reading____________________________________

Metric system of measurement__________________________

The free enterprise system___________________________

Skills:

Teaching in a multi-culture classroom_____________________

Teaching gifted students____________________________

Teaching handicapped students__________________________

4. Please indicate your assessment as to the importance of training in METHODS OF TEACHING the following subjects and the extent to which your pre-service preparation was adequate.

Training in Methods of Teaching:	Important			Preparation		
	No	Somewhat	Highly	None	Less than Adequate	Adequate
a. metric system of measurements	0	1	2	0	1	2
b. free enterprise system	0	1	2	0	1	2
c. reading, elementary and secondary (in content areas, if secondary teacher)	0	1	2	0	1	2

5. Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills in the method of teaching listed below? ("Other" might include such things as an Internship, acquiring skills during regular teaching only, etc.)

Methods of Teaching:	Univ. Classes	Student Teaching	Inservice Education	Other (Please Specify)
a. the metric system of measurements				
b. the free enterprise system				
c. reading, elementary and secondary (in content areas, if secondary teacher)				
d. gifted students				
e. in a multi-culture classroom				
f. handicapped students				

Name______________________________ Social Security No.________/____/________

Further comments:

EVALUATION OF PRE-SERVICE TEACHER EDUCATION PROGRAMS

Superintendent
(Form D)

Please evaluate teachers as to their pre-service preparation by responding to the following items.

1. Please indicate your assessment of the following teaching skills, "a" through "m", as to importance for successful teaching; also indicate the extent to which teachers in your district have been adequately prepared, on the average. (Please circle appropriate number.)

Teaching Skill	Important			Preparation		
	No	Somewhat	Highly	None	Less than Adequate	Adequate
a. Preparing lesson plans	0	1	2	0	1	2
b. Operating audio-visual equipment	0	1	2	0	1	2
c. Selecting and using instructional materials	0	1	2	0	1	2
d. Subject matter knowledge	0	1	2	0	1	2
e. Knowledge of human growth and development	0	1	2	0	1	2
f. Handling classroom discipline	0	1	2	0	1	2
g. Assessing and implementing innovations	0	1	2	0	1	2
h. Dealing with colleagues in a professional setting	0	1	2	0	1	2
i. Working with parents in the educational process	0	1	2	0	1	2
j. Adjusting to community morals and standards	0	1	2	0	1	2
k. Relating personally to individual students	0	1	2	0	1	2
l. Evaluating student work and achievement	0	1	2	0	1	2

2. Please indicate your assessment of the following two teaching skills as to importance for successful teaching; also indicate the average extent to which teachers in your district have been adequately prepared. (Please circle appropriate number.)

	Important			Preparation		
	No	Somewhat	Highly	None	Less than Adequate	Adequate
a. Helping each student understand & develop his particular talents	0	1	2	0	1	2
b. Helping each student develop self confidence in his academic ability	0	1	2	0	1	2

3. Please list some of the pre-service courses or instructional experiences you feel are most beneficial for preparing teachers. ____________________

____

____

4. Please share any suggestions you may have as to what ought to be added to teacher education programs to more adequately prepare teachers. ____________________

____

____

5. Please list any courses, requirements, or aspects of pre-service preparation for teachers which you would recommend eliminating. ____________________

____

____

6. Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills listed below. ("Other" might include such things as an Internship, acquiring skills during regular teaching only, etc.)

	Univ. Classes	Student Teaching	Inservice Education	Other (Please specify)
a. Preparing lesson plans				
b. Operating audio-visual equipment				
c. Selecting and using instructional material				
d. Subject matter knowledge				
e. Knowledge of human growth and development				
f. Handling classroom discipline				
g. Assessing and implementing innovations				
h. Dealing with colleagues in a professional setting				
i. Working with parents in the educational process				
j. Adjusting to community morals and standards				
k. Relating personally to individual students				
l. Evaluating student work				

7. Which are the three most significant factors that result in poor teaching? (Please rank order the three: 1 = most significant, 2 = next most, etc.)

___ a. Inadequate knowledge of subject matter
___ b. Inability to communicate subject matter
___ c. Classroom discipline problems
___ d. Inadequate knowledge of human growth and development
___ e. Improper or inappropriate assignment
___ f. Too many extra-classroom duties, responsibilities, activities, etc.
___ g. Differences between the teacher's and community's philosophy/lifestyle.
___ h. Inadequate preparation for classes.
___ i. Other (please specify): ______________________________

8. If you had it to do over again, would you choose education as a career? (Please circle one.)

   a. Yes

   b. No

   c. Undecided

9. Please evaluate the performance of your professional colleagues in the following areas. (Please circle appropriate number.)

	Inadequate Performance		Adequate Performance		Superior Performance
I. School Counselors:					
a. Personal counseling	1	2	3	4	5
b. Career counseling	1	2	3	4	5
c. Human relations	1	2	3	4	5
d. Work with variety of socio-economic backgrounds	1	2	3	4	5
e. Other (please specify)	1	2	3	4	5
II. Principals:					
a. Administrative skills	1	2	3	4	5
b. Human relations skills	1	2	3	4	5
c. Curriculum development	1	2	3	4	5
d. Awareness of student needs	1	2	3	4	5
e. Other (please specify)	1	2	3	4	5
III. Teachers:					
a. Teaching methods and skills	1	2	3	4	5
b. Knowledge of subject matter	1	2	3	4	5
c. Classroom management and control	1	2	3	4	5
d. Human relations skills	1	2	3	4	5
e. Other (please specify on back of answer sheet)	1	2	3	4	5
IV. Supervisors:					
a. Curriculum development	1	2	3	4	5
b. Human relations skills	1	2	3	4	5
c. Professional development	1	2	3	4	5
d. Teaching methods and skills	1	2	3	4	5
e. Other (please specify on back of answer sheet)	1	2	3	4	5

V. Other Superintendents:

a.	Administrative skills	1	2	3	4	5
b.	Public relations skills	1	2	3	4	5
c.	Financial competence	1	2	3	4	5
d.	Legal and ethical awareness	1	2	3	4	5
e.	Curriculum skills	1	2	3	4	5
f.	Human relations skills	1	2	3	4	5
g.	Communications skills	1	2	3	4	5
h.	Other (please specify on back of answer sheet)	1	2	3	4	5

Name ______________________________ Social Security No. ___/___/____

Further comments:

A LARGE-SCALE EVALUATION OF PRESERVICE TEACHER EDUCATION PROGRAMS

Volume II

L. La Mar Adams, Clark D. Webb, Jack R. Welsh,
G. Gardner Snow, and Maurice E. Coleman

August 1978

APPENDIX B

Form A (Principal):

Question 3 . . . . B.1
Question 4 . . . . B.9
Question 5 . . . . B.18
Question 6 . . . . B.22
Further Comments B.27

Form B (Teacher):

Question 1 . . . . B.36

Question 3

Elementary B.41
Secondary B.57
Elementary and Secondary B.70

Question 4

Elementary B.75
Secondary B.88
Elementary and Secondary B.99

Question 5

Elementary B.102
Secondary B.110
Elementary and Secondary B.118

Question 6

Elementary B.120
Secondary B.132
Elementary and Secondary B.142
Question 7 . . . . B.147
Question 8 . . . . B.153
Question 9 . . . . B.159
Question 10 . . . . B.160
Question 11 . . . . B.161

Further Comments

Elementary B.162
Secondary B.172
Elementary and Secondary B.184

Form D (Superintendent)

Question 3 . . . . B.189
Question 4 . . . . B.191
Question 5 . . . . B.193
Question 6 . . . . B.194
Questions 7 and 8 . . . . B.197
Question 9 . . . . B.198
Further Comments B.199

FORM "A" (Principal), Summary of Responses, Question 3:

Please list some of the pre-service courses or instructional experiences you feel are most beneficial for preparing teachers.

Type of Response	Number of Responses	
	Elementary	Secondary
More classroom experience:		
Student teaching	13	13
Internship	3	3
Observation	3	3
Teacher aide	3	1
Other	16	4
Total - classroom experience*	36	19
Teaching methods:		
Reading methods	8	0
Reading and other methods	6	0
Other methods	7	4
Total - teaching methods	21	4
Discipline	13	8
Child growth and development	14	4
Interpersonal human relations	8	2
Curriculum planning	8	2
Audio-visual equipment operation	5	4
Individualization	4	4
Subject matter knowledge	5	2
Lesson planning	4	2
Classroom management	5	1
Evaluation, testing, and grading	2	4
Working with parents	1	4
Communication skills	4	0
Self-concept	3	1
Motivation	1	3
Other	15	8
Number of questionnaires	120	53
Total number of responses	98	46

---

*Since an individual respondent may have mentioned more than one type of classroom experience (e.g., both student teaching and internship), the total number of responses for classroom experience is less than the total number of responses to the individual categories.

FORM "A" (Principal), Elementary, Individual Responses, Question 3:

Please list some of the pre-service courses or instructional experiences you feel are most beneficial for preparing teachers.

- -Dealing with discipline problems in the classroom. Management of time in relationship to lesson planning (follow through).
- -How to group children. How to discipline children. How to team with others.
- -Teacher assistant programs. Communication techniques.
- -Curriculum classes, aide work.
- -Student teaching.
- -Human relations. Basic reading instruction. Research skills.
- -Skill preparation in math, reading, and language. Growth of individual.
- -Student teaching. Methods.
- -Child growth classes that are correlated with curriculum classes. Classes on discipline.
- -Curriculum experience that is definite in reading, math, social studies.
- -Working with children--community, church, or civic. Come from a large family.
- -Student teaching in many cases could be expanded.
- -Courses which label thought processes and teach teachers how to encourage a wide range of processes in students.
- -Body movement and rhythm. How to teach reading, math also metrics, art and music.
- -Human growth and development. Human relationships. AV training.
- -Courses that get the students into a study of materials and texts that are being used in the schools.
- -Solid academic courses, methods of teaching if combined with actual observation and work. Child development. Student teaching longer and more.
- -Better reading, math, science, etc.
- -Teach them to teach reading.
- -Knowledge of books used in elementary schools. Practice teaching experience. Curriculum overview.
- -Interpersonal relationships. Learning to discipline in a positive way.
- -Child growth and development with natural characteristics involved in the educational process and interpersonal relationships.
- -Discipline techniques, the "real classroom," relating to the student with problems, the role of family services.
- -Student teaching. Teaching of reading.
- -Child Growth and Development. How Children Learn. Behavior Problems in School. Counseling. Philosophy, Theory, and Practice.
- -Classroom management. Individualizing instruction. On-hands experience.
- -Workshops and training programs directly related to programs being implemented.
- -They need all the classroom experience possible.
- -Child development. Human relations. How to work positively with students.
- -Student teaching. Internship.
- -Classes in which people work directly with students in a normal classroom situation.
- -Child growth and development.

FORM "A" (Principal), Elementary, Individual Responses, Question 3, continued:

- -Pre-student teaching experiences and student teaching with carefully selected and supervised student teaching by university and classroom teachers.
- -Human relations. Audio-visual equipment. Curriculum development.
- -Basic skills areas.
- -Student teaching and hours spent in actual guided classroom observation.
- -More preparation in reading instruction.
- -Public relations personality development.
- -Making people aware of behavior of students in school and how to deal with it.
- -Retrieval systems. Humanistic relations.
- -Understanding minority cultures.
- -More emphasis on teaching of reading. Positive handling of students.
- -Extra classroom experience in tutoring, etc.
- -Methods courses in any area of undergraduate work are extremely important.
- -Understanding how children learn. Skills in helping children acquire maximum achievement. Power of motivation.
- -Relevant and up-dated college theory classes. Workshops sponsored by the district in conjunction with universities.
- -Child development. Communications. Effective listening.
- -Methods. Class management. Lesson planning and preparation.
- -Piano lessons (36 or more). Art work of various types. Physical education skills. Science skills. Handwriting skills. Test analysis.
- -Using techniques that will develop positive self-concepts in each student regardless of abilities.
- -How to teach academics and deal with interpersonal relationships effectively.
- -One year internship required either after coursework or in conjunction with coursework.
- -More courses on human growth and development.
- -U-SAIL Inservice training. SLC Basic Skills Inservice. Inservice dealing with child development, behavior, discipline.
- -Practical courses which will actually help them; eliminate the theory.
- -More meaningful classes on curriculum.
- -Intern teaching experience.
- -A need for a full quarter pre-student teaching course where students are in the schools, less theory type methods courses.
- -Student contact and school contact experiences. Instructional planning classes. Class related to general knowledge of student.
- -Teaching of metrics, economics, outdoor situations.
- -Student teaching under no less than three supervising teachers. Student teachers spending at least four weeks with each supervisor.
- -I feel the biggest problem faced by a beginning teacher is lack of innate skills.
- -The more in-class instruction (student) the better. Also screening of prospective teachers sooner and more stringent.
- -Assessment of where a student is and how to deal with assessment results. We are always testing, but never letting results determine what we do.

FORM "A" (Principal), Elementary, Individual Responses, Question 3, continued:

-Communication skills in human relationships. How to deal with conflict and how to understand yourself as you relate to others.
-Classroom management. Discipline. Commitment to teaching.
-Solid basic courses in teaching fundamentals--reading, writing, spelling and arithmetic.
-Development and presentation of unit of study. In-depth method classes.
-District curriculum conferences. Grade level meetings held in the district.
-Student teaching, observation of classroom.
-Courses in human relations. Professional conduct or ethics indoctrination.
-Actual experiences in the classroom. Preparation and use of audio-visual materials.
-Meeting individual needs. Handling discipline.
-Basic science class. A course designed to teach and prepare teachers how to organize class time and to structure different class activities.
-Observing and teaching under superior teachers.
-Guidance and counseling. Building positive self-image in students. Discipline in the classroom. Professional and ethical responsibilities.
-Learning to work with each student on their level of understanding and achieving.
-Reading, math, social studies, music, art, evaluation and reporting, class management and discipline.
-An aide experience (in a regular class) early in the university preparation.
-Communication skills. This should be classes which help develop skills in communication.
-Psychology. Audio-visual preparation. Special subject areas, especially reading, child development.
-Good student teaching experiences, individual differences, self concept, how to teach reading.
-PTA experiences. Course in public relations.
-I feel there needs to be less busy work assignments and more time spent in schools with students.
-Actual classroom experiences in conjunction with university classes early and frequent.
-More comprehensive courses to effectively teach the basics: reading, writing, and math.
-PET courses, child development, adjustment skill courses, class observations, involvement with super teachers.
-Getting prospective teachers into classrooms.
-Teachers need courses in such items as preparing reports, student discipline, professionalism in teaching.
-Student teaching.
-Music preparation. Classroom organization. Reading instruction.
-Get them into the classroom more and working with kids.
-Better instruction on how to use audio-visual equipment. Don't know how it can be taught--but have had some problems with new teachers with city background and culture moving into rural settings, adjusting to community morals and standards.

FORM "A" (Principal), Elementary, Individual Responses, Question 3, continued:

- -Psychology, human growth, curriculum.
- -Students need a great deal of experience working with children in actual classroom situations, not lab school situations which are rather artificial. The current program at USU is good.
- -Class related experience.
- -Human growth and development, more time spent student teaching, management techniques, organization for instruction, organization or materials.
- -Keeping records and rollbook.

FORM "A" (Principal), Secondary, Individual Responses, Question 3:

Please list some of the pre-service courses or instructional experiences you feel are most beneficial for preparing teachers.

-Psychology of learning. Internship or student teaching on a full-time basis. Human growth and development.
-Teaching assistantship. Student teaching. Observation. Basic skills training.
-Student teaching. Classes which deal directly with planning and teaching.
-On the job (practice teaching).
-Appropriate subject matter in academic areas. Much more exposure is needed to all types of good literature in all the academic areas.
-The more methods classes in the content areas, the better.
-A full day of student teaching. Classes with emphasis on discipline and classroom management.
-Observing and student teaching in all levels.
-Curriculum development. Methods of teaching. How to control behavior. Interpersonal relationships.
-In addition to student teaching, frequent experience in the school setting.
-Classroom observation and student teaching are the most beneficial experiences.
-New teachers are by and large well prepared but are shocked by the grind of facing 160-200 students day in and day out. Enthusiasm fades with reality.
-Human relations. Establishing a positive self-image in students. Individualizing assignments and materials (at least dividing classes into two groups).
-Recognizing and assessing individual differences. Accepting uncontrollable variables and dealing with children where they are.
-Student teaching and interning.
-Discipline. Teaching teachers how to teach on an individual basis.
-Student teachers should have a full day program of student teaching.
-Media, understanding student behavior.
-Having a chance to work with kids early in the pre-service training.
-More practice teaching before finishing.
-Audio-visual. Student teaching. Classes that involve school visits.
-Student teaching.
-Classroom discipline.
-Improving attitudes, classroom control, motivation, parent involvement.
-Motivate and helps in getting students to see purpose, uses evaluation to measure growth.
-Knowledge of subject matter. Human growth and development.
-Student teaching.
-Student teaching. Some of the more modern approaches to discipline (Glasser).
-Student teaching is most valuable as an educational experience--should be extended.
-Experience teaching in schools such as Salt Lake Skills Center, Clearfield and Weber Basin Job Corps.
-Courses that will help teachers to motivate, relate and understand students. Also work with parents and fellow teachers.

FORM "A" (Principal), Secondary, Individual Responses, Question 3, continued:

-Individual instruction. Preparing lesson plans and their importance. Implementing innovations. Importance of working with parents.
-Grading procedure. Audio-visual. Working with the gifted.
-Human growth and development. Classroom discipline (based on Glasser or similar).
-Intern classes.
-Operational knowledge of audio-visual equipment.
-Qualifications for a good teacher: (1) must be a good person, (2) must consistently use good judgement, (3) must be diligent in preparation, execution and evaluation, (4) background.

FORM "A" (Principal), Elementary and Secondary, Individual Responses, Question 3:

Please list some of the pre-service courses or instructional experiences you feel are most beneficial for preparing teachers.

- A course [on] how to understand oneself in relation to both students and parents. A course in how to adjust ones own expectations to the age level of students taught.
- Work with actual students in the school.
- Techniques in motivation, reinforcement, discipline, learning theory. How to assess instructional level in basal subjects to design teaching strategies.
- Values clarification. Student teaching, other time spent in the school. Hands on experiences.
- The teacher effectiveness training type courses are effective.
- Class flow (techniques), record keeping (streamlined yet useful), becoming familiar with reading and math series books (texts).
- Retrieval systems, class management, organization, preparation of lesson plans, working with parents (PR).
- Longer teacher training or internship.
- Good supervision during student teaching experience.
- Teacher aide experiences, How to teach reading, How to teach math, How to teach writting [sic] and penmanship etc: Student teaching.

FORM "A" (Principal), Summary of Responses, Question 4:

Please share any suggestions you may have as to what ought to be added to teacher education programs to more adequately prepare teachers.

Type of Response	Number of Responses	
	Elementary	Secondary
More classroom experience:		
Internship	8	2
Student teaching	6	3
Teacher aide	1	0
Observation	1	0
Other	14	7
Total - classroom experience*	29	12
Teaching methods:		
Reading methods	8	2
Reading and math methods	4	0
Other methods	2	4
Total - teaching methods	14	6
Discipline	12	6
Working with parents	12	5
Individualization	9	4
Interpersonal human relations	6	5
Self-concept (student)	6	1
Evaluation, testing, and grading	4	2
Child growth and development	5	0
Audio-visual equipment operation	3	2
Classroom management	4	1
Subject matter (academics)	4	0
Motivation	2	1
Communication skills	2	0
Counseling	2	0
Lesson planning	1	1
Help with state and federal reports	2	0
Other	15	11
Number of questionnaires	120	53
Total number of responses	97	40

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*One respondent mentioned both student teaching and internship; therefore, the total - classroom experiences is less than the total number of responses to the individual categories.

FORM "A" (Principal), Elementary, Individual Responses, Question 4:

Please share any suggestions you may have as to what ought to be added to teacher education programs to more adequately prepare teachers.

-More on the job training, parent conferences.
-Courses in professionalism. Courses to stress to Professional Practices Advisory Com. Competancies for Educators. Courses in assessing and implementing innovations.
-Scheduling.
-A more thorough screening before acceptance into the field of education.
-Use and care of equipment. Assessment of individual needs, discipline actions.
-Students need a great deal of experience working with children in actual classroom situations, not lab shcool situations which are rather artificial. The current program at USU is good.
-Teachers have been better prepared the last few years. Universities are doing a better job.
-No suggestions.
-More classroom experiences (group and tutorial).
-They seem to be doing a very good job.
-Learn to operate audio-visual equipment in a more professional manner.
-A fifth year which would allow for a wider subject matter and individualized learning opportunities.
-Lots of practical involvement with sincere, dedicated, knowledgeable, inspiring educators.
-Courses on how to make lesson plans--including ways to meet individualization of students.
-Load the program with micro-teaching and classroom experiences.
-A fifth year of paid internship would add to the present program.
-I feel that one-year internship with strong teachers will prepare better teachers than any three years on campus.
-[PTA experiences, course in public relations], also more experiences in dealing with individual differences.
-Some instruction needs to be given on record keeping.
-Those teachers who succeed are people who enjoy working with children and who learn as they teach. They discipline with kindness and motivation. They use variety and do experiment with methods of teaching and discipline.
-Elementary school teachers need broad background in subject matter, human relations, communication.
-I believe an internship (with master teachers) is the best approach to better or more adequate preparation.
-Helping each student understand and develop his particular talents. Helping each student develop self-confidence in his academic ability.
-A realistic look at subtle influences of teacher associations upon teacher attitudes and effectiveness, positive and negative. Effective development of positive classroom climate--balancing structure of support and concern.
-Handling state and federal reports with a minimum amount of time or how to avoid them.
-Guidance and counseling, building positive self image in students; discipline in the classroom; professional and ethical responsibilities.

FORM "A" (Principal), Elementary, Individual Responses, Question 4, continued:

- Better knowledge of subject matter. Better knowledge of how to motivate children.
- Basic course in teaching phonics.
- Adapting programs to meet individual needs.
- Practical experiences in teaching reading. Experiences in using teacher guides. Understanding of phonics.
- We need more required training in creative arts, music, physchology of learning.
- More training in all aspects of reading. Better understanding of the teaching act.
- They need more experience teaching reading. Setting up units of various lengths.
- Earlier exposure to and more frequent visits to actual classrooms.
- Practical courses. Interpreting class problems. Parent involvement. Community awareness.
- Earlier student teaching then more follow-up in handling discipline problems. Learning how to relate to students and ways to really humanize the classroom experience.
- Public relations. How to get parents involved without them taking over.
- A realistic course in Processes of individualizing instruction--like the 35 outcomes of IGE.
- Three years college, one year teaching, then back to college for one year to graduate.
- Student teaching under no less than three supervising teachers. Student teachers spending at least four weeks with each supervisor.
- At least a five-week field experience should be required.
- A need for a full quarter pre-student teaching course where students are in the schools, less theory type methods courses.
- If the student were to have [an intern experience] in all its phases, then follow-up instruction in areas of low performance. Elementary teachers need more in subjects other than reading. High school teachers should have more instruction in reading skills in subject areas.
- Effective discipline methods.
- Preparing for and working with volunteers. Building children's self image and self worth.
- Teachers that are planning to do their teaching in sixth or seventh grade should do their student teaching in that area.
- With supply of teachers exceeding demand a five year training program with the last year an in depth "hands on" or actual experience preparing and teaching various subjects and conducting various activities.
- Teachers need thorough and proper instruction in teaching basic skills in reading and math.
- How to deal with the public and parents for positive relationships.
- Human relations--psychology, etc.
- Grammar, instead of research courses, more extensive training in the nine subject areas that must be taught in elementary. Also, piano lessons, art work of various types, physical education skills, science skills, handwriting skills, test analysis.
- Working with students with disruptive behavior.
- The course called Parent-Effectiveness Training.

FORM "A" (Principal), Elementary, Individual Responses, Question 4, continued:

- Prolonged student teaching experiences under direction of best classroom teachers--internship. Courses that are designed to improve teacher's personality development.
- Skills in being able to understand and respect the feelings of human beings.
- Something to develop more knowledge of audio-visual equipment, expectancies of children, and actual experiences in classroom discipline.
- As much practical application as possible. Have classroom experiences.
- How to get along with people. Economic education.
- Discipline techniques. Management techniques.
- Working with groups on communicating within groups. How to allow for differences within the group--adjusting expectancies to different abilities.
- More courses dealing with actual teaching and handling students.
- Public relations, personality development.
- Emphasis upon more practical helps, i.e., some first aid training and instruction on completing state and local reports.
- Basic skills competencies and instructional methods.
- Not known.
- Many teachers utilize their personal hobbies and interests to create good learning environments. Are there classes that might help prospective teachers enlarge or enrich their hobby and interest areas?
- The building of self concepts in children.
- Combine the actual work, with children, with theories of how students learn.
- More up to date work in philosophy and psychology.
- Child development, human relations, how to work positively with students.
- Much more in the area of guidance and counseling would be a great benefit.
- I think the trend towards more student time in the classroom teaching and helping is correct.
- Classroom management, individualizing instruction, on-hands experiences.
- A better understanding of the psychology of learning, operant conditioning, and child growth and development.
- Inservice.
- Time after time we see "new teachers" searching for that "ideal classroom" they have been told about in education classes. They need to know how to evaluate a total class atmosphere, i.e., when do you enforce classroom standards, how do you develop teacher-pupil expectations in discipline, study habits, rudeness? How do you handle the child whose parents support inappropriate behavior? What do you do if the entire class is not motivated by your introduction to a new unit?
- Knowledge of learning theory and processes to be used in development of learning experiences, etc.
- How do you build self-image in your pupils?
- Why not have more than one supervising teacher work with a student during practice teaching experience. Observe model teachers on short and long range lesson plans. More emphasis on student discipline and how to handle problem students that become disruptive. Techniques of reporting to and conferencing with parents. Some new teachers have difficulty with report cards and grading. Prospective teachers should

FORM "A" (Principal), Elementary, Individual Responses, Question 4, continued:

have an understanding of what basic skills should be taught at each grade level and in each subject area. Teachers need experience in understanding the scope and sequence of subject matter, particularly in reading and mathematics.

- -The problems are not dealt with, because until teachers get in [the] classroom they do not know the real issues.
- -Students should be taken into a school for one year along with the professor to intern, have methods classes, seminars, observations and critiques.
- -Diagnostic testing and prescription.
- -Courses dealing with how to get along with parents and the community.
- -All teachers (elementary and secondary) should have a better knowledge of reading and the teaching of reading.
- -How to work effectively with parents.
- -Development of logic in the child--needed for appropriate levels of comprehension in reading, math, etc. After years of observing teachers who feel that "their own way" is the best way regardless of what research indicates, I wonder where, when and how a regard for scholarliness in one's self is established as well as a respect for research and education itself.
- -More training for team work with colleagues. Situations where candidate must show his love for and interest in children.
- -The BYU "TA" program is an outstanding approach. It should be studied as a possible "adoptable" for other universities.
- -More reading curriculum classes.
- -Specific classes on discipline. Specific teaching skills for reading. Classes on classroom management.
- -Greater on the job training such as student teaching. School experience [is] far more valuable than coursework.
- -Skill preparation in math, reading, and language. Growth of individual.
- -Intern program.
- -Classes in discipline and classroom management, along with any classes that might be added regarding greater emphasis on student responsibilities.
- -Classroom management (discipline), organizing instruction for groups and individuals, more on the job experiences.
- -How to teach reading. How to manage conflict.
- -Taught that the elementary school is concerned mostly about the whole child--good self image is most important.

FORM "A" (Principal), Secondary, Individual Responses, Question 4:

Please share any suggestions you may have as to what ought to be added to teacher education programs to more adequately prepare teachers.

- Teachers with a composite major are handicapped!
- Dealing with the disruptive student or classroom discipline.
- More time on the job training.
- More emphasis on teacher/student relations and individualization of instruction.
- Grading procedures. Audio-visual, working with the gifted.
- Instructional strategies, discipline techniques, classroom organization, legal rights and responsibilities.
- Individual instruction, preparing lesson plans and their importance, implementing innovations, importance of working with parents.
- More on the job training to see if they can or really want this type of work.
- A more realistic outlook and evaluation of present system. Prospective teachers have no in depth experience teaching or relating to students at any level. This proves to be devastating during the first year of teaching. Practice teaching is a misnomer. One merely practices observing, not teaching. No teacher candidate is ever given the opportunity to teach, just observe and go through some motions that haven't the slightest resemblance to "teaching."
- More "on the job" training; I would be in favor of 9 months training in the classroom with close supervision from university and secondary master teachers.
- A practicum or field setting experiences with experienced teachers.
- Some way to judge whether prospective teachers are emotionally stable.
- Evaluation of students. Community relations. Adjust to individual differences.
- More classroom experiences: team teaching. Better plans for range of difference of students. More help in proper use of educational media.
- Public relations. Differentation of skills for high school and junior high/middle school teaching, teaching of morals and values.
- Reading in content area, career education, discipline.
- More effective preparation in interpersonal relationship skills.
- Longer periods of student teaching.
- I'm not sure you can prepare them, I'm almost of the opinion they are trained towards handling students in their homes.
- "Discipline!" Most can't handle discipline situations.
- How to survive in crises classroom situations.
- More experience in student teaching with two or more teachers or schools.
- Future teachers should be required to serve some tutorial time in the schools.
- Too many college teachers are poor teachers themselves; therefore, they lack the skills and knowledge necessary to train other people.
- Practical discipline.
- English majors should be required to know how to teach grammar and above all reading. They should not be required nor permitted to take so much literature.
- Give them an earlier chance at some student teaching to weed out the weak ones.

FORM "A" (Principal), Secondary, Individual Responses, Question 4, continued:

-How to conduct a three-minute parent-teacher conference. How to effectively deal with angry parents, hostile students, pressure from peers for mediocrity, etc.
-If possible, more insight and preparation concerning the prospective teacher's ability to relate to and work with (even tolerate) kids!
-Methods. Interpersonal relationship. How to motivate.
-One year internship non-paid.
-More work in various methods of instruction.
-Can some type of post graduate class or seminar be required during the first year of teaching?
-Teachers just need to be better educated, they need to read more and understand more. They need to be more scholarly.
-English.
-Internships to determine if teachers should be placed in his/her own classroom.
-Transactional analysis.
-None.
-Practical experience in working with the home and the community as an educational resource.
-More courses dealing with human dynamics, personality, and individual worth.

missing

FORM "A" (Principal), Elementary and Secondary, Individual Responses, Question 4:

Please share any suggestions you may have as to what ought to be added to teacher education programs to more adequately prepare teachers.

-Instruction and experience in evaluating student work and achievement.
-Experiences that help teachers be more affective--human--in the classroom.
-Retrieval systems, class management, organization, preparation of lesson plans, working with parents (PR), professionalism, and just plain how to work. Please eliminate those who really aren't qualified and do it early.
-Teachers who are currently being graduated seem to be showing inadequacy and confusion about their own goals and life purposes. Better understanding of self is necessary. Also counseling introduction.
-Values clarification course. More observation of oneself with analysis of what's happening.
-Clinical or lab experiences in [areas of motivation, reinforcement, discipline, learning theory] at university level before public school experience.
-One-half year internship prior to certification.
-More actual experience, gifted and talented programs, relationships with parents and students.
-Additional requirements in (1) basic reading skills, (2) writing and grammer, (3) creativity, (4) "longer" intern programs, or student teaching--six months or more.
-Full year of student teaching.
-What are the steps necessary to learn to read, cypher, write, etc.

FORM "A" (Principal), Summary of Responses, Question 5:

Please list any courses, requirements, or aspects of pre-service preparation for teachers which you would recommend eliminating.

	Number of Responses	
Type of Response	Elementary	Secondary
Theory, philosophy of education	13	5
None	9	8
Don't know	5	1
Classes without practical application	3	0
Duplicate courses	2	1
Other	13	5
Number of questionnaires	120	53
Total number of responses	45	21

FORM "A" (Principal), Elementary, Individual Responses, Question 5:

Please list any courses, requirements, or aspects or pre-service preparation for teachers which you would recommend eliminating.

-None. [6 responses]
-Too many liberal arts classes.
-Eliminate any classes that emphasize the idea that students should be allowed to do "their thing."
-Statistics, philosophy (cut down on required hours needed).
-I'm not sure.
-More hypothetical situations or cases where students must react to problems that arise in nearly every classroom. Ex. child acting out, or child that is withdrawn; or child who physically hurts others, or steals, or lies, etc.
-Too many courses of theory and items of this nature could be reduced.
-Some courses seem to duplicate much of the material. Get better correlation between or among professors.
-As presently taught most background courses, i.e., History of Ed., Philosophy, etc.
-Peer teaching.
-Legal implications in the changing school procedures.
-I don't feel qualified to answer this question. It has been too many years since I was in school as a student.
-Most classes I took seemed to fill a real need. I've heard complaints of repetition between certain classes; however, no one seems to know what to eliminate or change.
-Non-relevant courses.
-Fewer general theory or philosophy classes.
-Cut down on theory and philosophy of ed.
-We have too many philosophy courses and not enough practicum.
-Just make existing courses a "doing" experience rather than just a listening experience as is too often the case.
-Theory.
-Most methods courses as given in all Utah colleges and universities are poor. The courses are necessary but poorly taught.
-Minor requirements need to be oriented more toward job placement requirements.
-Most all subject courses. Emphasize learning processes and realistic teaching strategies. Basically eliminate most teacher educators at college level. Have courses taught by business, industry and community leaders on what education is all about, and what is needed. Require all university instructors to teach at least 1/2 time at public school level. Eliminate all the excess planning and preparation time for university instructors. Have them teach six classes per day five days per week like public school teachers.
-All are necessary.
-Philosophy of Education, theory courses.
-None. I would add to actual unit work and plan construction.
-Reduce philosophy of education course time. Perhaps some methodology courses could be compacted.
-I think the State Board should outline specific courses of study and then the colleges provide those courses.

FORM "A" (Principal), Elementary, Individual Responses, Question 5, continued:

-More classes on what to teach, fewer on how to teach.
-Many of the philosophy and theory classes.
-Don't know of any.
-A change in educational goals. Eliminate the 3 r's as the goals or ends of elementary education.
-We can never get enough but how? time.
-I think it should be largely self selection with recommended courses listed above [psychology, audio-visual preparation, special subject areas, especially reading, child development] and allow the pre-service teacher to make the eliminations or selections.
-Eliminate all methods and theory classes not taught in conjunction with practical application experiences. I believe Weber's program does the best job here.
-None that I know of at this time.
-Those that are so unmotivating and unimpressionable that they are forgotten before you get to the place they ought to or could be used. Courses requirements, etc., should be given established to meet real needs. They ought to bring balance and logic and purpose to the teaching role.
-History of Education.
-Any that require busy work.
-Eliminate some theory classes.
-I'm not sure of the requirements that they have to take.

FORM "A" (Principal), Individual Responses, Question 5:

Please list any courses, requirements, or aspects or pre-service preparation for teachers which you would recommend eliminating.

SECONDARY LEVEL

-Any course taught by any professor who has been out of the public schools for over five years.
-It isn't a matter of eliminating anything. It is a matter of doing more and doing it better.
-Eliminate overlapping of material in education classes.
-I would suggest you ask teachers who are two years out of college--they could tell you better than I.
-It would have been helpful here to list what is currently required and have us cross out the unimportant. Generally you should reduce the number of education classes required presently and put in more training in the areas I have listed as inadequate or no preparation on page 1 [all skills except a, c, j].
-I would prefer developing our own teachers rather than having them trained by our universities.
-All pet courses. Preparation should be based on teacher competencies, not on having taken a profs special class.
-Less rocking chair theory and more actual experiences!
-General education courses and psychology.
-Coordinate lesson plan development with student teaching so it is not a "canned" situation.
-Practice teaching as is structured presently.
-The theory and philosophy classes.
-So many courses, lecture in nature, and more "hands on."
-Less emphasis on teaching methods.

ELEMENTARY AND SECONDARY LEVEL

-Would not recommend eliminating any if they are taught well.
-Eliminate course where there is no direct application of materials to students. Preparation of files of materials without knowing how children will respond.

FORM "A" (PRINCIPAL), QUESTION 6: Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills listed below. ("Other" might include such things as an internship, acquiring skills during regular teaching only, etc.)

Response Category of "Other (please specify)"

a. Preparing Lesson Plans

Type of Response	Number of Responses
Internship	5
Student teaching and internship	1
University, student teaching, and internship	1
Student teaching and regular teaching	1
Student teaching and workshops	1

b. Operating Audio-Visual Equipment

Student teaching and regular teaching	1
Regular teaching only	1
Internship	1
Necessary at all phases	1

c. Selecting and Using Instructional Material

Internship	4
Student teaching and internship	2
Student teaching and regular teaching	1
Regular teaching only	1
Combination of university and inservice training	1
Student teaching and workshops	1

d. Subject Matter Knowledge

Student teaching and regular teaching	1
Home effort	1
Trained and experience in other fields	1
University and internship	1
Internship	1
University, student teaching, inservice, and regular teaching	1
University, inservice, and regular teaching	1

e. Knowledge of Human Growth and Development

Inservice and regular teaching	1
Student teaching and regular teaching	1
Combination of university and inservice training	1

FORM "A" (Principal), Question 6, "Other (please specify)"

e. (continued)

Hospitals, clinics, etc.	1
University, student teaching, and internship	1
Internship	1
University, student teaching, inservice, and internship	1

f. Handling Classroom Discipline

Regular teaching only	6
Internship	4
Student teaching and internship	3
Needs to be done throughout training and experience	2
Student teaching and regular teaching	2
Workshops	1
University, student teaching, inservice, and internship	1
Inservice and regular teaching	1
University, student teaching, and internship	1
University, student teaching, and regular teaching because of lack of preparation	1
Consulting with experienced teachers and resource people	1
This is built into each person's personality--could be developed in all areas	1
Student teaching and workshops	1
Student teaching, inservice, and regular teaching	1

g. Assessing and Implementing Innovations

Regular teaching only	5
Student teaching and regular teaching	3
Internship	2
University and pre-teaching assessments	1
Inservice and regular teaching	1
University, student teaching, and regular teaching	1
University and visits to innovating schools	1
University field observations	1

h. Dealing with Colleagues in a Professional Setting

Regular teaching only	10
Internship	3
University, inservice, and regular teaching	2
Inservice and regular teaching	2
Inservice and early teaching experience	1
Student teaching and regular teaching	1
University, student teaching, and regular teaching because of lack of preparation	1
Student teaching, inservice, faculty meetings and planning sessions	1
Parent teacher	1
University and internship	1
Student teaching and first year	1

FORM "A" (Principal), Question 6, "Other (please specify)"

i. Working with Parents in the Educational Process

Regular teaching only	13
Student teaching and regular teaching	4
Inservice and regular teaching	3
University and internship	2
Internship	2
Pre student teaching as a T.A. or intern	1
Inservice and early teaching experience	1
University, student teaching, and regular teaching because of lack of preparation	1
Serving on committee groups in the community	1
Inservice and internship	1
University, student teaching, and regular teaching	1
Student teaching, PTA, etc.	1
University, PTA funcations and parent visiting days	1
Workshops	1
First year	1
University and regular teaching	1

j. Adjusting to Community Morals and Standards

Regular teaching only	16
Internship	3
Current assignments	1
Home	1
University, student teaching, inservice, and regular teaching	1
Inservice and regular teaching	1
University and early teaching experience	1
Student teaching and regular teaching	1
Combination of university and inservice	1
Serving on committee groups in the community	1
University and internship	1
University, student teaching, and regular teaching	1
Student teaching or internship	1
First year	1

k. Relating Personally to Individual Students

Regular teaching only	13
Student teaching and regular teaching	4
Internship	3
Student teaching and internship	2
Current assignments	1
University and case studies with consultation and follow-up	1
Inservice and regular teaching	1
University, student teaching, and internship	1
University, student teaching, and regular teaching	1
Student teaching, inservice, and regular teaching	1

FORM "A" (Principal), Question 6, "Other (please specify)"

1. Evaluating Student Work

Regular teaching only	7
Internship	2
University, student teaching, inservice, and regular teaching	2
Student teaching and internship	1
Inservice and regular teaching	1
Pre student teaching as a T.A. or intern	1
Student teaching and regular teaching	1
Student teaching, inservice, and internship	1
University, student teaching, and internship	1
University, inservice, and internship	1
Student teaching, inservice, and regular teaching	1

Additional Comments

All of these should be introduced and studied in the college classroom, but cannot be fully developed until experienced; therefore, inservice education is a must.	1
Teacher aid programs which preceed student teaching would help in all areas.	1
Universities need to teach specific teaching skills and techniques. Too often the "new" teacher lacks specific skills. Also student teachers need to be placed with "master" teachers and the school/district needs to have continuous inservice dealing with problems at the school level.	1

FORM "A" (PRINCIPAL), QUESTION 7: Which are the three most significant factors that result in poor teaching? (Please rank order the three: 1 = most significant, 2 = next most, etc.)

Response Category of "Other (please specify)"

Type of Response	Number of Responses		
	Rank: 1	2	3
-Inability to relate to students	10	3	2
-Lack of commitment or dedication	4	1	3
-Inability to organize for instruction	2	2	
-Lack of enthusiasm for teaching	1	1	1
-Lack of love	2		
-Unable to motivate students		2	
-Genuine interest in youth	1		1
-Inability to communicate with people	1		
-Inability to relate positively with large groups of young people	1		
-Not really liking students	1		
-Inadequate teaching [of] learning process	1		
-Inadequate assessment of and provision for individual student abilities, interests and needs	1		
-Innate teaching skills	1		
-Unwillingness or inability to assume role of class leader	1		
-Classroom organization	1		
-Failure to understand scope and sequence of skills in reading and math along with inability to understand the entire curriculum	1		
-Inflexibility, negativeness, lacking planning and problem solving skills, philosophically confused	1		
-Lack of common sense		1	
-Lack of good judgment based on sound reasoning and knowledge		1	
-Inability to manage the classroom situation (includes discipline)		1	
-Lack of an appreciation and understanding of the development of a significant relationship		1	
-Inadequate personality factors of enthusiasm, warmth, etc.			1
-Believing that subjects are more important than children			1
-Evaluating student work and achievement			1
-Inability of teach to feel reaction of students to what they are doing and adjust as necessary			1
-Personality traits	not ranked		
-Inability to accept new ideas, techniques, and explore teaching creatively	ranked 6		
-Self understanding	ranked 9		
-Classroom discipline problems are the main cause of failure; however, discipline problems are a result of problems in other areas.	two responses, not ranked		
-(added to "f") state and federal reports	not ranked		

FORM "A" (Principal), Elementary, Further Comments:

-1. Let's raise educational scholarship standards and keep them high.
2. Let's bring discipline and control back into the public schools.
3. Let's emphasize the idea that with privileges there must come responsibility.
4. Let's eliminate double standards when dealing with children.
5. Let's bring dignity back into the public schools.

-There are many satisfactions in education but social situations are applying undue pressures without full understanding on the part of parents and public. This makes the choice of education a question mark!

-I feel that an intern program at about 3/4 pay would greatly improve the preparation of teachers. This should extend for at least 1/2 year and it would be better over a full school years time.

-I've enjoyed my teaching career, but find it increasingly more difficult to accept the trend in student behavior.

-Salt Lake District tends to employ only successful beginning teachers. This could bias the markings in the preparation column [all teaching skills are marked "adequate" for Preparation].

Question #6: I believe we learn from many sources and university classes are very important to create an awareness but I believe the actual "polish" comes [from] many other contacts.

I also believe that the universities do an excellent job in most cases. Being located near the U of U, Westminster, and having had many BYU student teachers in my schools I believe universities are sincere in their efforts to produce excellent teachers.

-Basic academic skills and a personal commitment are the two areas that need strengthening in teacher candidates and more exemplary in the current educators.

-[Question #8 marked "no": Its too hard to put into effect the best educational practices because of parents, teachers association, old teachers, and lack of support of other educators.]

After 27 years in education it appears to me that the best way to get by is to do as little as possible--Don't rock the boat.

Thank goodness central district office is supportive. The fight out front is a lonesome never ending battle. Somewhere, sometime, someone is going to break the system and find a way to meet the needs of boys and girls.

-Evaluate closely those individuals entering the teaching profession and encourage only those who seem to have excellent potential. Jobs are difficult to get and many are completing college and hoping to teach without a chance of succeeding in the teaching role.

FORM "A" (Principal), Elementary, Further Comments, continued:

-Discipline is as always a factor of major concern. How to arrive at a method for teaching ways to gain good classroom discipline, for all teachers, is a challenge that hasn't been reached.

-I am retiring after 42 years in the public schools of Utah this year. I have much respect for our educational system. If you asked me [what] the secret of education is, I would have to say respect for human beings.

-Teacher trainees are exposed to too much theory and not enough practice or actually doing it. Music education, for example, should be a "do it" get involved kind of experience. The same is true of other subjects. ". . . we do it and we understand."

-Some of my rating of faculty may be more general toward all teachers and not just my staff. I basically feed good about my faculty.

I have the opportunity to evaluate colleges and universities for NCATE and my experiences over the past 8-10 years tell me one thing--Utah had better get on the stick!! Especially BYU and Utah (My degrees are from the Y). Our schools just are not meeting the needs of prospective teachers.

-I firmly believe that great things can be done for teachers by way in increasing teaching skills and performance at the district and local school level.

I also believe that there is no substitute for good field experience (student teaching).

-Being an educator is one of the most rewarding occupations but it can also be the most frustrating if one is either not prepared or cannot "cut the mustard" so to speak.

-[comment to "yes" response for Question #8] Even though I realize there's not much hope in improving education under present bureaucracies and poor administrative leadership. I used to have hope!

-We still get many teachers who say why didn't they teach me this or that at college. It seems that as soon as former teachers get into college level they get theoretical and impractical. However, there is a continual improvement in quality of teachers.

We feel that we make the teacher in student teaching.

-Basic need is for people who are competent, imaginative, personable, and energetic to begin with. Recruitment and screening by tr ed [teacher education ?] institutions continues to be vital. Their program seems secondary to the above.

-Because I have such a different point of view, this questionnaire is not relevant for me--it does not contain the right items (except 2 or 3).

FORM "A" (Principal), Elementary, Further Comments, continued:

-I have worked with teachers from many universities. I find that dedication to learning is more important than a particular course or a particular university.

-What they are taught is not as important as how they are taught. Too many college professors of training teachers perpetuate attitudes that cause young teachers to fail in such important skills as [selecting and using instructional materials, handling classroom discipline, assessing and implementing innovations, working with parents in the educational process, evaluating student work and achievement, helping each student understand and develop his particular talents, and helping each student develop self confidence in his academic ability.]

-I think the "no" [I would not choose education again as a career] is based on the fact that local boards of education, men who have no training in education and who only run for office because they have an ax to grind against a teacher or administrator, have too much to say about policy, assignments, etc., in our educational system. They should have to have qualifications to be board members the same as teachers have to qualify to be teachers.

-Students have changed a lot the last few years. They are harder to handle and to motivate.

-Universities should screen more carefully those students who would like to get into the teaching profession, but who cannot relate to children.

Too much emphasis is placed on academic ability and not enough on the personality of the prospective teacher.

-I feel much of the teacher-training process is very good, especially that done in the colleges. I feel we have failed in many instances at the student teaching level. I don't feel criticism of cooperating teachers is the answer, as I'm certain they try and do what they can under present circumstances. I do feel by providing cooperating teachers with more direction and help we could improve the teacher-training process.

My suggestion for improving the process would be:

1. To join with the other teacher-training institutions and canvass the state selecting promising candidates to act as future cooperating teachers. I would try and select an appropriate number in each district. In doing so a person interested in teaching in a specific location or situation would have an opportunity to become acquainted with the community or situation before signing a contractual agreement.
2. After selecting these teachers I would again join with the other teacher-training institutions and offer a 12 or 15 hour summer workshop, at college expense, training these people to be effective cooperating teachers. Course content for the workshop sould be left to the institutions.

By doing the above, or something similar, I feel the quality and continuity of student-teaching experiences in this state would improve significantly.

FORM "A" (Principal), Elementary, Further Comments, continued:

-[in reference to "no" response to Question #8] I have enjoyed education, but I am greatly impressed by people successful in private enterprise.

Perhaps I would do it over again in the area of private education, where the challenges and problems would be more pertinent or personal, and where there might be compensation for extra time or ideas that are beneficial to the school.

FORM "A" (Principal), Secondary, Further Comments:

-Knowing the subject matter to be taught is vital.

Positive interaction between student and teacher it vital.

A person who is not enthusiastic about his/her work as an educator should not be teaching.

-Please don't construe what I have said [in Questions #3, #4, and #5] to mean that I don't think it is important for a teacher to know how to write good lesson plans, to operate the audio-visual equipment, to understand a variety of good teaching methods, etc. These things are all important, but they are just the beginning.

-Too often I see student teachers doing a beautiful job of teaching while under the direction of the cooperating teacher. But--when they begin that first year of real teaching, and they become the sole authority in the classroom, they find themselves unprepared to handle many of the problems faced each day by every teacher.

Can there be some follow-up seminar for these new teachers, where they can voice their frustrations and be given guidance during that first year of on the job? I think we lose a lot of fine teachers that first year through frustration.

-Classroom discipline problems generally result from poor teaching rather than causing it, but once discipline problems start they are extremely difficult to overcome, even with improved performance.

-Many people are well prepared and contribute positively to the education of young people. There are more failures, in my opinion and experience, because of rigidity, lack of understanding, lack of empathy, which invites an atmosphere of coldness or chaos. Positive interpersonal relationships are lacking in many cases where teachers do not succeed.

-I would build houses and make a lot of money. I enjoy being in education, but the pay is too low.

-Most student teachers in my building have been well-prepared and as a result, successful.

-Teaching is a complex process. I doubt if teacher's failure is seldom attributable to a single factor. As an illustration, a teacher who is lazy or indifferent will be poorly prepared, not willing to help, refuse extra-curricular assignments, etc. If you were to read an account of why [he] failed, the reason would be the more identifiable poorly prepared, etc. My point being that unless a person possesses the qualities or enthusiasm, ambition, charisma, sincere liking of people the other training and experience may be of little value. Thanks.

-I have talked to my own children to get into a profession where the compensation was more nearly equal the output, but so far three of my four are training for or are already engaged in education--so I failed again (plus a son-in-law).

FORM "A" (Principal), Secondary, Further Comments, continued:

-Giving students earlier classroom teaching experience is helpful, such as observation for short periods, also intern experience. This then helps them be more aware of the actualities of teaching. They can then decide if they want to continue in education.

Later the student teaching experience can be accomplished.

-All teachers need the ability to teach reading in their content area.

FORM "A" (Principal), Elementary and Secondary, Individual Responses, Further Comments:

-I believe that much more time needs to be spent in inservice education at the school level.

-I object to Federal Gov. involvement and control! I object to educational unions! I object to the fact that there are those who are being permitted to destroy education as a profession. These few are destroying the excellent and dedicated teacher and they are stimulating mediocrity. I do not object to the involvement of any responsible person, parent, teacher or otherwise, but I do object to the involvement of the irresponsible person or groups of persons whether they be teachers or otherwise. I object to the fact that everyone has rights except for the teacher or principal. I object to such statements that the basics have not been taught for a long period of time and are not being taught now! A lot of I objects to??? I feel that the only basics that have been eliminated and that we need to get back to are the basic human values and individual ethics. Of course, this is a need of our society as a whole! We have lost and are losing the excellent and dedicated teacher!!

-Education is a great place to be. We are dealing with healthy, energetic young people.

I personally feel that we need to return to a more rigid requirement for children as they come to school. They need to respect the teacher as a position of high standard.

On the other hand, teachers need to be more concerned about what and where to teach. It seems that only the few that are really dedicated make good use of space, time and task. Many "shoot from the hip" too much.

Most teachers are not as concerned about public relations as they should be. They do not attend PTA meetings as readily as they should. Many times good public relations techniques would overcome many evils.

-The most devastating influence that I see in teachers is the individual who does not really like the students, but who thinks they do. It has been my observation that those teachers who really like and enjoy young people can teach any subject effectively. Those who do not can teach no subject effectively no matter how good their subject matter skills may be. As a rule when this occurs, the teacher who is ineffective becomes unhappy, then negative which spreads to colleagues because it is very easy to become negative in the teaching profession. By nature of striving to make students keep reaching ever higher, we rarely see the perfection we attempt to make students achieve and therefore rarely see our hopes fulfilled which very often contributes subtly to the feeling that we have not been successful.

I believe that teacher education should be done in a two-part process. Two years should be devoted to the theoretical and academic endeavor. Then teacher candidates should be put in with a master teacher who

FORM "A" (Principal), Elementary and Secondary, Individual Responses, Further Comments, continued:

actually stays in the classroom and begins to incorporate the teacher candidate into the program very much like an apprenticeship. I believe that under this process many people who actually complete teacher education courses because that is what they think they want and then discover it is not would change before they make such a costly emotional and financial commitment.

-A psychiatric screening test and a citizens oral examination board of review could be included as part of the preliminary certification requirements for all educators.

-[two-page letter included with questionnaire] I have responded to this questionnaire with a great deal of interest having had the opportunity to be in "the business" for 23 years. After observing and interviewing numerous teachers as they have come out of the university setting I have found the same complaints as I had when I began teaching. In attempting to summarize these ideas in a response to your questionnaire, I found it most difficult to express my responses in the limiting factors of the questionnaire. Therefore, I have taken the liberty to write this note.

The concerns and suggestions I find with most teachers are:

1. Each of the universities experienced have had good factors about them. However, there is far too much theory and time spent in busy work to meet the requirements of both the general education and teacher preparation programs. Examples: Preparing lesson plans - The voluminous, detailed, time consuming outlines that are required of a student in the university in the university [sic] are absolutely ridiculous when it comes to the pressures and responsibilities of preparation for each day in 6 to 8 subject areas. Students need to learn how to be objective and identify specific learning and teaching goals in a prargraph or less for a lesson plan for the next day. Audio Visual Equipment - In the operation of audio-visual equipment students learn to put together beautiful things but when it comes to the actual operation of equipment in the school setting I find most beginning teachers completely at a loss.

2. In the subject matter area the university needs to take a long hard look at teaching students how to identify and know the skills necessary for a child to be able to take those stpes to learn to read, to learn to successfully do math, to teach a child how to write, forming letters correctly. Once again we find beginning teachers with voluminous units of material on very limited subject areas who really have no knowledge of why they are teaching that skill and what comes before and after.

3. In the area of human relationship, ie: students, parents and colleagues, most beginning teachers have absolutely no idea what caused the irritations and anxieties of a problem parent to occur

FORM "A" (Principal), Elementary and Secondary, Individual Responses, Further Comments, continued:

and for sure no concept of how to deal with these problems. They are totally lacking in knowledge of their responsibility to maintain a standard of learning and help parents to understand that standard. Also, how to deal with the problem when they find there is only one multi-purpose room with 24 teachers waiting to use it.

4. Beginning teachers desperately need instruction in evaluation of childrens' work and relating that evaluation to the learning steps of a child.

5. Discipline and control are talked about a lot at the preservice levels but the actual placing of tools of discipline and warmth of human relationship need a lot of work before the teacher comes into the school.

6. It was overwhelming to me and I find it is still so today, amazing to the beginning teacher the numbers and amount of reports and records necessary to be a successful teacher. How to organize these records and time schedules involved could surely be upgraded in their preservice instruction.

We hope these few suggestions might be of value. I find myself constantly amazed at both the strengths and the weaknesses of beginning teachers as they leave the university and feel there should be a serious look at their ability to perform as a teacher before they are given a teaching certificate.

Thank-you for your support.

FORM "B" (Teacher), Individual Responses, Question 1:

Please indicate your assessment of the following teaching skills, "a" through "m", as to importance for successful teaching; also indicate the extent to which your pre-service preparation was adequate.

a. Preparing lesson plans

-I realize they are important in some disciplining.

b. Operating audio-visual equipment

-Early training poor--later training better.

e. Knowledge of human growth and development

-Not in education but in child development (a minor).

h. Dealing with colleagues in a professional setting

-While I feel all of the above items (a-m) are important for successful teaching, I don't feel that it is the responsibility of the university to educate the teacher concerning items "h" and "j".

j. Adjusting to community morals and standards

-This was difficult for me this year (1st year on west side) since 1965.

l. Evaluating student work and achievement

-I do them, but not the way the U of U made me struggle with them!

FORM "B" (Teacher), Individual Responses, Elementary, Question 1:

Please indicate your assessment of the following teaching skills, "a" through "m", as to importance for successful teaching; also indicate the extent to which your pre-service preparation was adequate.

Response Category of "m. Other (please specify)"

BRIGHAM YOUNG UNIVERSITY

Importance, Preparation	Type of Response
2,2	Being aware of the fears and concerns of students.
1,1	Means for motivation.
2,1	Cursive penmanship preparation.
2,1	Relating with students from other classes.
2,2	Teaching through discovery.
2,1	Organizing and implementing individualizing.
2,1	Organizing daily schedules and programs.
2,1	Classroom organization.

SOUTHERN UTAH STATE COLLEGE

2,2	Professor-student interaction.

UNIVERSITY OF UTAH

2,1	Providing individualized instruction.
2,1	Emotional and social problems or needs of children.
-,-	Not enough skills information on physical education--I've learned by myself.

UTAH STATE UNIVERSITY

2,1	Using practical teaching methods.
-,-	Paper work, stat. reports, (ADA).
2,0	Classroom space management.
2,1	Working with gifted and/or learning disability children.
2,1	Classroom management.
-,-	After my degree I took special ed. classes which are much more helpful in evaluation and working with parents.
2,2	Good example to students.

WEBER STATE COLLEGE

2,1	Taking care of individual differences.

OTHER INSTITUTIONS

2,2	Exemplify high professional ethical conduct.

FORM "B" (Teacher), Elementary, Individual Responses, Question 1, "m. Other (please specify)", continued:

UNDETERMINED INSTITUTIONS

2,0	Working with Federal programs.
2,2	Speech.
2,1	Management of teaching when the class has 30-40 students.
2,1	Assessing weaknesses and applying remediation.
2,0	Adapting your own style to the environment in which you will be operating.
-,-	After 15 years, I've forgotten exactly the influence and impact of those preparatory classes.
2,0	Learning the techniques of positive reinforcement.
2,1	Long range goals (MBO's).
2,1	Children's interests.
2,1	Using proper teaching strategies at proper moment.

FORM "B" (Teacher), Secondary, Individual Responses, Question 1:

Please indicate your assessment of the following teaching skills, "a" through "m", as to importance for successful teaching; also indicate the extent to which your pre-service preparation was adequate.

Response Category of "m. Other (please specify)"

BRIGHAM YOUNG UNIVERSITY

Importance, Preparation	Type of Response
-,-	How to prepare a lesson in 30 seconds.
1,0	Working with administrators who don't care or [are] too busy.
2,0	Personal adjustment and relations.
2,1	Developing poise and confidence.
2,1	"Withiness".
2,2	Teacher personality.
2,0	Dealing with the low ability or low achieving student.
2,0	More intern and observing experience watching others during actual teaching experience.
2,0	Dealing with administrators.
2,0	Learning to cope with administration that is pro only athletics.
2,0	Motivating students.
2,0	Help make value decisions.

UNIVERSITY OF UTAH

1,0	Extra-curricular activities.
-,-	Teachers need training in dealing with the administrative establishment. They need more training in leadership activities for both student oriented activities and those involving teachers only. They also need more practical application of legal problems involving teachers.
2,0	How to figure grades, keep records, etc.

UTAH STATE UNIVERSITY

2,0	What teaching is really like.
2,-	Administrative support.
2,0	Designing curriculum.
2,0	Where to find new materials for the age of students working with.
2,0	Classroom control.
2,0	Motivation of students in practical application of math.
2,0	Understanding school finance.
2,0	Classes in how to discipline.
2,1	Job finding.

WEBER STATE COLLEGE

2,1	Student teaching earlier in program.

FORM "B" (Teacher), Secondary, Individual Responses, Question 1, "m. Other (please specify)", Weber State College, continued:

2,0 School board, administration, parents and students. How to please them all and still please yourself.

OTHER INSTITUTIONS

2,2 Teacher personality.
2,2 Grouping.
-,- Comment: I feel that all my pre-service classes were at least adequate and many were more than adequate.

UNDETERMINED INSTITUTIONS

1,1 Extracurricular.
2,0 Effective interpersonal communication with students.
2,2 Motivational skills.
2,0 Classroom and curriculum organization and record keeping.

FORM "B" (TEACHER) ELEMENTARY
Question #3
Summary of Responses

Type of Response	BYU	SUSC	UU	USU	WSC	Other	Undtr	Total
Number of questionnaires	80	20	28	84	8	21	114	355
Number with no response	7	1	0	8	0	1	6	23
STUDENT TEACHING:								
Experience with children	22	9	7	17	4	8	27	94
Experience better than theory	4	2	0	6	1	0	12	25
Chance to test theories	9	1	0	4	0	1	3	18
Makes education meaningful	5	1	1	4	0	0	1	12
Exposure to actual problems	1	0	4	3	1	0	2	11
Good cooperating teacher	0	0	0	9	1	2	8	20
Discipline experience	1	0	2	1	0	0	2	6
Other	5	1	2	5	0	2	5	20
Total Student Teaching	47	14	17	49	7	13	60	206
TEACHING METHODS:								
Reading	6	5	2	3	1	2	14	33
Math	3	0	0	3	0	0	10	16
Social Studies	0	1	1	6	0	0	6	14
Science	0	0	1	4	0	0	9	14
Child Lit. & Language Arts	2	1	3	4	0	1	8	19
Total Teaching Methods	12	6	4	14	1	4	24	65
OTHER CATEGORIES:								
Full-year internship	3	3	0	1	0	0	5	12
Human growth and development	3	2	2	7	1	0	7	22
Audio-visual and media	6	0	0	7	0	0	4	17
Psychology	2	5	2	3	0	1	5	18
Other	18	4	10	19	1	4	27	83

FORM "B" (Teacher), Elementary, Individual Responses, Question #3:

Please list course(s) or instructional experience which benefited you most in your preservice education (if a response is "student teaching", please tell why it benefited you most).

BRIGHAM YOUNG UNIVERSITY

-Methods course's "student teaching" gives on the job experience that is impossible to get from books.

-Student teaching--because of the practical experience.

-Audio Visual--methods class. Student Teaching--gave real life experience--Math Methods class.

-Student teaching--because some situations you come to are not textbook cases.

-Student teaching--This gave me the opportunity to actually work with students, see materials needed, how to help each student reach his potential.

-Student teaching--actual experience gave me more confidence in my ability to teach.

-Several teachers I had while at BYU were most helpful in their preparation of me for teaching--just because they were good, well-organized teachers who'd had much personal experience in teaching which they shared. Student teaching also helped--practical experience is the best.

-Student teaching--Nothing seems to take the place of "actually wearing the shoes."

-Student teaching benefited me the most--the classes of instruction are all theory, but the actual first hand experience was better than any of the classes offered in the college curriculum.

-Audio visual class and student teaching--Audio Visual--we kept a daily log of thoughts, and the teacher built a great deal of self reliance and self confidence within the students. He had us grade and evaluate ourselves. Student Teaching--it was an opportunity to deal with real problems and to try out what we had learned.

-Student teaching--because I was right in the job.

-S.T. because actual experience provided greatest learning.

-Student teaching because it gave me the opportunity to meet some of the problems I would have to face later in my own classroom.

-I gainned [sic] most from student teaching. The actural [sic] experience of teaching and putting into practice what you learned in classes was the most helpful and learning.

-I would list student teaching because this was a practical application of teaching. I feel that one has to get into the classroom to know what teaching is all about.

-Student teaching--because it was on-the-spot training. Most courses told you how teaching ought to be; student teaching showed you how it really was.

-Student teaching--I had the opportunity to put "theory" to work and find out what worked in the real world and what didn't.

-Educational Media--CDFR classes--Student Teaching because experience is worth a lot more than all the words or books you ever study.

-Student working with teacher directly learning what has worked with him in classes he taught.

FORM "B" (Teacher), Elementary, Individual Responses, Question #3, Brigham Young University, continued:

- -Student teaching--working right with observing - students - practical application.
- -Student teaching--to work with children and see if theories in books work (they usually don't)--see how children respond to materials, discussions and discipline.
- -Student teaching--opportunities were available to work with students instead of just talking about them and what they are like.
- -Student teaching because working with kids is what teaching is all about.
- -Student teaching--this is where you really find out what the true picture of teaching is. Many are led to believe that everything works.
- -Student teaching--the actual classroom experience taught me more about children and teaching children--a course entitled "Modifing [sic] Family Behavior"--used actual families' problems and dealt with discipline.
- -Educational values. Student teaching--you don't learn to read by studying theory. You learn to read by reading.
- -Student teaching (intern) because I "learned" first-hand the teaching process.
- -Student teaching--because it was the only way I really saw what teaching was really all about.
- -Student teaching and aid positions in kindergarten and nursery school. The actual teaching experience gave me more confidence and taught where I could improve my teaching skills.
- -As I recall it was student teaching because when working with children everything became alive and took on more meaning. You had to succeed.
- -Student teaching--There I found out my strong and weak points then I could take class I needed most.
- -Student teaching--It gave practical experience. Teacher aid--six weeks. Curriculum classes.
- -Student teaching--because the actual preparation and use of or using the materials and relating to the students is more helpful. We get too much theory and too much of other peoples interpretation in some of the classes.
- -Student teaching--nothing, not even books, can take the place of experience.
- -Student teaching--mainly for classroom management and control.
- -Reading in the Elem. School, Instructional Media, Child Development, Student teaching (it gave you a chance to try your theories out).
- -Probably student teaching, because I was learning by doing. Academic or courses were not as practical overall as they should have been though some classes were excellent!
- -Student teaching because I was able to use what I had been taught and disregard those philosophies and ideas that didn't work for me.
- -Student teaching--my first experience in a classroom, using the skills I had been taught.
- -Student teaching--Working in a classroom with students is where the application of your knowledge, methods and techniques can be tested.
- -Student teaching put you in the classroom to see somewhat it would be as a teacher.

FORM "B" (Teacher), Elementary, Individual Responses, Question #3, Brigham Young University, continued:

-The teachers at Snow College. They gave more individual instruction.
-I think that more than the particular course of being important would be a particular teacher. I took an educational psychology class taught by an English T.A. that was a waste.
-My specialized classes like Elementary Reading Skills or Elementary Math because they go very individualized and specific.
-Readiness and Beginning Reading. Internships: one full school year of practical experience with supervision.
-Student teaching (intern). I worked for nine months under a Master teacher and learned more from observing her, and then applying what I observed, than I learned in all of the education classes combined. The education classes are good in theory, but not in practice. Much of what we did was busy work.
-Education 350-BYU. Excellent teachers gave insights, skills in teaching basic skills. Many, almost daily, opportunities to actually "teach" in "mini-classes", and be evaluated, or evaluate others!
-Child development.
-Interning. I saw, felt needed areas of attention. I was able to access [sic] and act upon them, thus feeling the reality and determination to improve on such areas needing it.
-Prof. Law's curriculum class which now is a whole years study.
-Reality therapy (Glaser).
-Basic teaching methods. Taught lesson plan writing, behavioral objectives, asking questions, etc. Student teaching was the only opportunity to interact with [and] teach children for longer than one hour a day and for core courses.
-Media preparation.
-Practical classes such as Arts and Crafts, P.E. Games. There is too much theory by people who have been out of the classroom too long.
-Student teaching: I used both group and individual methods and I am able to adapt better now.
-Missionary work, workshops in language arts.
-Reading and arithmetic methods classes. Arts & Crafts class.
-Guidance. Developing motivation. Communication.
-I felt that to experience what children were like and how they reacted was the most of value. The children in the class never reacted to stimulus that the college classes said they would.
-Instructional media. Teacher Aid--because you had enough guidance and suggestions that you could modify your technique as you went along.
-First year teaching experience under contract helped for following years but peer observation is the most effective of all.
-Student teaching--I teach on an Indian Reservation. My preservice training did not prepare me to be a rural area teacher whereas my student teaching did.
-Diagnostic Skills in Reading.
-I really never learned how to teach until I started teaching myself. I've had to learn most of it the hard way.
-Student teaching--All the lectures and reading of materials and texts are far remote from the actual classroom.
-Positive approach to teaching.

FORM "B" (Teacher), Elementary, Individual Responses, Question #3, Brigham Young University, continued:

- My music class under Elvis Terry was most beneficial to me. I like to teach music and it was the most enlightening as to how to teach it to kids.
- Educational psychology classes. Many education classes concentrate on the subject or method. Not enough attention is given to how students learn.
- Language Art: it was individualized.
- Children's Literature. Art for Teachers.
- Reading classes. Planning classes.
- I cannot rate some above others.
- Several classes in understanding children['s] needs: emotional, hyperactivity, etc. Psychology classes. Effective reading courses in variable ways.

SOUTHERN UTAH STATE COLLEGE

- Student Teaching. It gave me practical experience in working with pupils in the classroom.
- Student teaching. Actual experience shows you what it is all about. I would have liked more classroom theory after student teaching.
- (1) Curriculum Dev. gave me more precise information available to me (2) Student teaching because I saw techniques working rather than just hearing about them.
- A course in teaching reading in elementary schools. A course in diag. testing and construction tests. A course in child development and child psy. Student teaching is the best experience in the total teaching preperation [sic]. It gives you background and helps inform that which classes can't do.
- Teaching of Reading Dr. Clark S.U.S.C. Internship program for one year in Richfield.
- Student teaching--real experience--not fake.
- Interning was the most beneficial exeperience [sic]. Also Reading classes, and testing and evaluation classes.
- Language Arts. Curriculum. Student teaching (actually working with children and teaching to their needs was most valuable.).
- Psychology--Gwen Clark's reading skills. Student teaching must be much earlier to be of benefit.
- Student teaching = Actual experience. Student aid = actual experience.
- I took a teaching beginning reading class. This helped me most. Also a teaching Social Studies class.
- INTERNSHIP, because it was either a sink or swim situation although I had two excellent Master Teachers ready to help if I needed. It was a on-the-job training. College classes are theory, internship is actually doing.
- Handwriting (but not for everyone). Student teaching--I was allowed my own way of teaching.
- My Child-Development Class because of experience in the College Nursery. Student teaching because of actual experience.
- Psych Classes--helped me understand kids. Student teaching--most valuable learning is "in the classroom"--Nothing else does it!

FORM "B" (Teacher), Elementary, Individual Responses, Question #3, Southern Utah State College, continued:

-Child Psychology with observation in a classroom.
-Psychology Classes (ie--human behavior--stages of development etc.). Student teaching was important because of first hand and actual classroom experiences.
-Student teaching--actual classroom contact is where I learned to teach.
-Student teaching, because of the classroom situations. On the job training is of great benefit.

UNIVERSITY OF UTAH

-Student teaching--because I was working with the students--learning how to meet situations and solve problems that arise while helping students.
-Visiting a First Grade class for the first two-three weeks of school--before college started. I believe I received more from the instructors than the classes in some cases. Dr. O. Hess--in Elem. Math--taught us how to act and react under stresses and teaching situations as well as content--Also Dr. Landau.
-Student teaching--yes--relating directly with pupils/students and applying knowledge and skills in practical situations--even if it was highly structured.
-Student teaching--because I had full responsibility for planning, implementing and evaluating. Course on School Health--because it gave me great insights into hyperactive children--(and I've been assigned several each year).
-Student teaching because that's where one begins to face the problems in teaching.
-Educational Psychology. Childhood Development.
-Classes in subject areas--science--social studies which actually gave ideas etc. and we used them and saw them work.
-Workshops--actual "doing" experiences. Observation of good teachers.
-Student teaching. Gave me a chance to try what I had studied.
-I substituted for six years. I learned more the first six months than I did in all four years, because I was in a real situation, with subject matter essential to progress of students.
-The student teaching experience was the most beneficial because this was a time to put into practice the things that we learned in our classes.
-Actually getting into the classroom and working with the children was most important. Doing, to me, is the most valuable learning experience.
-Student teaching--It gave first hand experience in classroom management.
-Children's Literature, Child Development, Student Teaching--Because it gave me actual teaching experience and developed me in the mechanics of classroom management.
-Student teaching--because the majority of the other courses were so theoretical and abstract--with very little practical "hands on" value. Student teaching was real--dealt with real challenges and issues.

FORM "B" (Teacher), Elementary, Individual Responses, Question #3, University of Utah, continued:

-Student teaching because it put me in situations which were not discussed in class.

-Art course for elem., PE, student teaching--"hands on" experience, not a lot of theory.

-Reading and Language Arts course. Most all teaching methods classes were very helpful.

-Miss Morris' class on classroom enviroment [sic], standards, lessons, ideas, etc.

-Workshops under Madelaine Hunter at UCLA. Classroom Management using positive reinforcement. The instructors showed us the techniques and then we practised [sic] them in an actual classroom.

-Student teaching because you got an insight as to what to expect.

-After thirty three years I can't remember which one class helped me the most. I do remember that the best classes were from those professors who had taught in elementary schools before coming to the Univ.

-Student teaching--It gave me practical experience working three different grade levels under three different supervising teachers.

-Student teaching because it gave a first hand experience. My psychology courses helped.

-Some courses in the teaching of Reading, Children's Literature, and some methods classes have been most beneficial.

-Student teaching prepared me for planning and presenting subject matter. My teacher allowed me to do it without always being present.

-Student teaching because I had the actual responsibility with the children and could apply my knowledge more aptly.

-General Education classes. (1) I taught for the BYU Youth Program with Prof. Grace N. Stewart for ten years. I learned how to teach from her before I ever went to college. (2) Math 405 from Peck and Jenks. (3) St Aid Special Ed. (The Instructors made the classes meaningful). Larry Palmatier--Discipline In Classroom.

UTAH STATE UNIVERSITY

-We never had student teaching to speak of when I went to school. I spent one hour in front of a class before my first contract.

-My training in Home Ec was most beneficial in making lessons plans. The training I've had in Elementary was not as good.

-Student teaching--because I actually worked with children.

-Student teaching because it gave me contact with the real everyday problems and experiences of a classroom. (Not theory--but how it really is).

-Student teaching--on the job training was more effective than classroom discussions.

-Child Development courses very helpful.

-Student teaching--provided opportunity to try skills previously taught and gain expertise under direction of experienced teacher.

-Instructional Media Classes. Teaching of Reading. Student teaching because this was my first actual classroom exposure.

-Speech, English, Math, Student teaching: helped to give me some idea of what to expect in the classroom.

FORM "B" (Teacher), Elementary, Individual Responses, Question #3, Utah State University, continued:

-Raising five children before starting to teach was a benefit, Military Service and lots of psychology and good Ed classes.
-The instructional experiences which benefited me most were Sophomore Bloc, Junior Bloc, and student teaching experiences which involved contacts with the parents.
-Student teaching--good practical experience in classroom with good teachers. Too many repeat methods classes.
-Internship--because of on job training. Visiting other schools.
-Child Development Courses. Practicum courses.
-S. Teaching. The only class I had where children were involved. The other education classes were helpful, but much too idealistic to be realistic.
-(1) Student teaching--I think you learn how to teach by trying different methods of teaching in a situation that is real. (2) Teaching science--because we worked with students. (3) Child psyc.--was most beneficial _after_ I had student taught because I had real experience to apply it to.
-"Sophomore block" experience in classroom with excellent teacher. Also opportunity to work closely with five _different_ teachers during training. Workstudy experience in a media center.
-My actual "in-the-classroom" experiences _far_ exceeded anything I learned just taking college courses. In the SODIA program I had more than a full year of actually working in elementary classrooms.
-Student teaching--exposure to different experiences.
-I feel that the program USU has benefited me the most. When I did my student teaching I was already prepared.
-Kdgn. student teaching--I had many opportunities to teach by myself.
-Audio-Visual classes, workshop type classes.
-Student-teaching was the most beneficial to me because it gave me practical experience but I felt it still lacked something.
-Every pre-service experience I had was of value to me. I really can't say which was the most beneficial.
-After teaching several years I took a workshop in Behavior Modification. This is the most valuable course I have ever taken.
-USU: Aud Vis Aids Educ 161. Creative Education Elem School 137. Child Psy Devel 205.
-Student teaching--because you were actually working with people. It was much different than reading about it in a book.
-Student teaching--that was where we found out what would work and what would not. It was also an excellent controlled situation for learning about dicipline [sic] and student behavior.
-Experience is the best teacher. "Student teaching" was "doing it."
-Student teaching--you put all (or most) of your teaching skills to use. Before student teaching you would just talk about it.
-Social studies, Economic Workshop, Math Workshop, IMLS classes.
-Student teaching was the most beneficial--it was the only way of measuring if you were successful.
-Student teaching: I was able to see what it was all about.
-Student teaching--I feel the best way to really learn to do anything is by doing it.
-The practice in the classroom because you had experiences with children.

FORM "B" (Teacher), Elementary, Individual Responses, Question #3, Utah State University, continued:

- -Child Development classes. Correct ways to say things (you need to do this-ex), discipline techniques, and organization were most beneficial.
- -Student teaching--it gave a real experience in relating to students and preparing lessons in a learning situation. I saw what was successful and what was unsuccessful.
- -Student teaching--This was the first required experience in an actual classroom--the reality of the experience was a shocker. Most helpful in learning to plan, schedule, make units.
- -Student teaching (back in 1969) was my first real experience in the elementary classroom. First chance to practice what had been preached.
- -Use of audio-visual equipment, Preparation of audio-visual materials, Methods classes for subject areas.
- -Very definately [sic]--student teaching and aide work. I feel the theories of teaching are necessary and lay a good foundation for being a teacher, but nothing beats the actual doing process!
- -Student teaching--because situations were real and not hypothetical. The books and theory differ from actual practice.
- -Student teaching gave me a better picture of what we expected of me [sic] as a teacher, a chance to relate to students, chance to evaluate my effectiveness with students.
- -Student teaching: it gave me first-hand experience with real children, not just a bunch of words in a book.
- -Student teaching because it provided interaction with students. Practice makes perfect.
- -Student teaching puts you in the world of reality. Working with experienced teachers to help you apply the theory of education you take in classes at the university.
- -Student teaching--recognizing pupil needs and abilities. Psychology courses about growing-up and learning processes.
- -I trained right in the classroom teaching students. I didn't have preservice training. I just started teaching before I finished my degree.
- -Student teaching.
- -I went out in Secondary Education. I did not have any classes in Elementary Education, so I cannot answer this questions [sic].
- -Student teaching. This was the only chance I ever had to really work with children.
- -First block of student teaching, I had a very good cooperating teacher. Dr. Ethna Reid's ECRI program right afthe [sic] I started teaching.
- -Instructional media.
- -Student teaching because my cooperating teachers and supervisor Morris Mower Utah State U was so helpful.
- -Principles of Learning. Elementary School Curriculum.
- -Student teaching--it helped me discover my weaknesses and strengths.
- -Student teaching. Because you were in the World of reality. Experience is the best teacher.
- -Elementary curriculum courses. El. Math. Summer curriculum workshops.

FORM "B" (Teacher), Elementary, Individual Responses, Question #3, Utah State University, continued:

-Child Development, Testing & Measuring, Student Teaching. For the first time I was the teacher, not a student, and everything appeared different.
-A science class where we did the projects. A social studies class we made units to use.
-Student Teacher--most important--she tied all the loose ends together and gave me techniques, methods and self-confidence. She was a wonderful teacher.
-Classes in behavior modification. Courage to inovate [sic] and experiment with different approaches to teaching.
-Student teaching: it allowed for trying out theory classes and evaluate them as to how practical theory is in relation to reality.
-The second block of student teaching because it makes all the lesson and theory become alive and practical.
-Student teaching--Teachers had to put into practice the theories and methods previously taught. Actual experience is the best way to learn.
-Student teaching and nursery school experience--I was able to work with students and evaluate how a technique worked.
-Preparing teacher made tests, courses that both teach math and reading--etc and how to teach them to students.
-Children's Literature--The teaching of Social Studies--Student teaching--I had an excellent cooperating teacher who taught me just as well or better about the true picture of successful teaching.
-Reading Poetry to Children, Storytelling, Educational Psychology, Theater Arts Classes, All Education classes relating to specific subject areas: Reading, L.A., Social Studies, Science, Etc.
-Pschology [sic] classes and others that aided in understanding child behavior.
-Student teaching and classes. Because of the high caliber of the teachers I worked with and their dedication to education.
-Dr. Allred at USU Teaching Math in a School--not just talking about it.
-Social Studies--had to research and develop units. Reading Poetry to Children--learned a great deal about working with children.
-Observation of classroom situations (workshops). Evaluation of observation. Student teaching--received actual experience, hands on situations.
-Audio-visual. Student teaching--I had excellent cooperating teachers.
-Teaching Science. Teaching Physical Education. Teaching Social Studies.

WEBER STATE COLLEGE

-Being with the teacher corps. It was an in service training and experience to be treasured.
-Student teaching--it's as close as a student can get to teaching.
-Student teaching--it was real, it was a time to actually teach and have the problems of a teacher.
-Reading--selection of books, techniques. Student teacher--actual experience.

FORM "B" (Teacher), Elementary, Individual Responses, Question #3, Weber State College, continued:

-Student teaching. I learned how to implement all the bits and pieces I had learned in college into a classroom situation. I also learned the everyday mechanics of teaching and classroom management.
-Child Development courses (helped more in discipline and [helping each student understand and develop his particular talents and helping each student develop self confidence in his academic ability] than education classes). Preparing lessons and going out into the schools. Student teaching--because for the first time we had some real one to one experiences giving me a chance to know if I could and if I wanted to teach.
-Student teaching: There's nothing like "on the job experience." One finds the theory is much different from actualities.

OTHER INSTITUTIONS

-Student teaching because it provided actual experience and observations, art methods class.
-Children's literature.
-Pre-student teaching observations and the actual student teaching experience benefited me the most because it was "real"--course work provided the foundation of course but nothing can take the place of being in the real school classroom and being totally responsible.
-Classroom observations. Student teachings. Evaluation of class work.
-A course where we visited all types of schools. I student taught in my junior and senior years.
-Student teaching. It was a more realistic exposure to a classroom situation. Being involved actively helped reinforce classroom instruction.
-Courses that included lab experience (so many hours spent in an actual classroom in addition to time spent in college classroom). Student teaching--the actual experience is more profitable.
-Student teaching--because of excellence of training teachers. They had been selected because of excellent and high standards.
-Tests and measurements. Any elementary courses taken (geared to actual teaching).
-Classroom management.
-Student teaching because it was actual teaching. Methods courses are good, depending upon the instructor.
-Student teaching--I started this the last semester of my first year at County College. I learn more readily by application. We were under strict supervision.
-Behavioral Management. Teaching aide experience.
-Teaching reading. Reading difficulties.
-Student teaching--experience, application.
-The remedial reading classes helped me greatly as I have felt better qualified to help the slower readers.
-Student teaching, because of the familiarizing effect it has on getting you acquainted with student personalities and actual student work.

FORM "B" (Teacher), Elementary, Individual Responses, Question #3, Other Institutions, continued:

-Student teaching provided on the job training that is so essential to the teaching experience.
-Student teaching--I was able to learn by doing--it gives you time to apply all your classes.
-Educational Measurements, Educational Psychology, Student teaching was of little value to me but working with an experienced principal did help me a great deal.

UNDETERMINED INSTITUTIONS

-Student teaching, because I was getting first hand experience with children and teachers who were educationaly qualified.
-Student teaching because you got to have first hand experience applying what you learn.
-The most beneficial were all the experiences in the classroom because of actual "hands on" learning experiences and an opportunity to try out learned theories.
-Student teaching. There's nothing like on the job training. Education classes are too idealistic. My supervisor really helped.
-(1) Student teaching--opportunity for actual teaching experience and interaction with children. (2) Reading methods.
-Psych. of Childhood. Student teaching--experience with children.
-Student teaching--most clearly allows one to assess their own prepatory needs and personal adequacy.
-Student teaching: it was the only time I actually worked in a whole class room type situation, most of the other was theory.
-Student Teaching--In-class experience, Student aide, Math, Social Studies, Science, Language Art for Elem Schools, Cirriculum [sic] Planning.
-Student teaching because reality is the best teacher; on-the-job training is the best training.
-Student teaching--personal contact with classroom and children.
-Student teaching--had a great master teacher as my supervisor.
-Student teaching gave me 1st hand involvement with kids and things to do and Problems to solve which were real and were fun to work with.
-Student teaching--it presented field experience and exposure to the "real world" of education--not "theory".
-Student teaching because real subjects (students) were used. I was able to see teaching for real because I had never really taught before and I felt very insecure the first two years of my teaching.
-Student teaching: I was in a "real" situation with students as they are.
-Student teaching: Using the actual referent is always a better way to teach, consequently it is also a better way to learn.
-Student Teaching--inner·action, on the spot, dealings with children--"seeing" another teacher inneract [sic] and handle children. Hopefully and luckily I got one "super" teacher as an example.
-Student teaching--practical not theory.
-Student teaching--It was the nearest thing to the real purpose of training for teaching. I found you can't always "go by the book."
-Student teaching--actual experience.

FORM "B" (Teacher), Elementary, Individual Responses, Question #3, Undetermined Institutions, continued:

- Student teaching--actual work with a classroom and with a qualified teacher--"experience".
- Student teaching--learning each child is so different and important to know each childs potential and goals must be achieved for good self concept.
- Actual teaching experience and help from good and cooperating teachers.
- Student teaching [is a] more realistic situation to function in. Rather than sharing responsibility with other training teachers S.T. is solely the student teacher under a master teacher's direction.
- (1) Student teacher--actually made you exercise what you learned in college. trail [sic] and error before your own 1st class (2) child devel. courses--help individualize your classroom.
- Student teaching--good cooperating teachers.
- Student teaching because it was a "realistic" situation instead of the "idealistic" college classrooms. Because it was a tough assignment to have 35 children K-6 grades for summer make-up work and I had to work hard.
- General Education Classes--subject matter classes. Student teaching--excellent co-operating teacher--saw interpersonal relationships and classroom organization in action.
- Actual experience in the classroom working with students and teachers.
- None.
- Math, science, social Studies, Reading & Language, arts in the elem. school. Student teaching: On the job training is most important.
- El.ED. 300 Teacher Aid.
- It was student teaching--and workshops. It was actual training--not just theory. Often we get caught up in too much theory and "what if's"--not what actually was going on in the real classroom situation.
- Student teaching--first hand experience with children, guided by trained teacher.
- Student teaching because it was actual experience.
- "Art in the Schoolroom," "Student Teaching," because experience is the best teacher.
- Student teaching--practical application. Reading and math methods classes. Child development.
- Student teaching because the teachers I had instilled in me a desire to go forth with teaching. They helped me feel good about my "self" and what I had chosen.
- Student teaching--When I attended college that was the only experience we had with the students. That is the most important experience you can have.
- Student teaching--because you face REAL situations and have to find real solutions.
- Teaching Nursery School, Student Teaching--Lesson planning, Discipline, working with other Teachers and Parents.
- Student teaching because it was actually working with children and not just talking about it.
- Read in Elementary School, Science in Elementary School, Social Studies in Elem School, P.E. in Elem School, Literature (childrens), Student Teaching: work with children accept responsibility.

FORM "B" (Teacher), Elementary, Individual Responses, Question #3, Undetermined Institutions, continued:

-Definitely student teaching--my cooperating teachers were fantastic human beings as well as teachers--very helpful.

-Student teaching--Because you work directly with the children and responsible adults already in the profession.

-Student teaching--the classroom is reality. Course work at college cannot simulate the real thing.

-Curriculum courses Math, P.E., Soc. St., Science etc. for elem. teachers.

-Student teaching--because you are able to see if theory works! P.E. Classes for Elem--Music for Elem.

-Student teaching--but even it wasn't too much help because I worked only with small groups. Most of my expertise was learned on the job.

-Student teaching. Thiory [sic] does not compensate for actual experiences.

-"Child Development" "Child Pschology [sic]" Research project on "The Exceptional Child" Subject related courses: "Children's Literature", "Sciece [sic] for Elem. School", "Reading for Elem. School", "Math for Elem. School", "Elem. Art.", P.E. Methods."

-Actual working with the students in my field after I knew what I wanted to do.

-Student teaching benefited me most because it was a real experience, not something from the text book. It's like reading about making potery and making potery [sic].

-Student teaching because it was practical experience. Too many pre-service courses were impractical and based on theory and what a "College Professor" who is too far removed from an elementary classroom, considers important.

-My reading classes and student teaching--that because I had to deal with real situations especially in the area of discipline and management.

-Student teaching is more valuable than other types of training to successful teaching because actual interaction with children and developing curriculum is the only way to gain competence in successful teaching.

-Student discipline--student teaching.

-Probably student teaching because without interaction with students other courses except "methods" courses have little validity.

-Methods courses in reading. We spent an entire semester on reading and how many different ways to teach language arts. There were only eight in the class.

-Arts and Crafts. P.E. How to Teach Science.

-Classes in philosophy and mental health.

-Child development. Psychology of learning.

-Student teaching--because "on the job" training was supervised by an experienced teacher. Too many college instructors have not taught in a classroom.

-Child and His Curriculum (1938-1942).

-Classes on the grade level I planned to teach were most helpful. Since I have worked in lower elementary grades, secondary classes were of little use.

FORM "B" (Teacher), Elementary, Individual Responses, Question #3, Undetermined Institutions, continued:

-Individualizing.
-Student teaching was most beneficial because it was most realistic. Many courses advocated such detailed planning and analysis (sociograms, etc.) that they are not feasible when actually teaching.
-Educational psychology.
-Psychology classes on human behavior--it gave me insight which later helped me in handling discipline in classroom, etc.
-Methods and Strategies of Elementary Teaching.
-Inservice classes offered by Responsive Ed. Program. Working as an aide in Responsive Ed. Program.
-Those that increased my knowledge of subject matter to be taught.
-Methods courses--reading, math, science, social studies.
-Children's literature.
-I cannot name any one thing that helped me most. Perhaps admiration of a former teacher influenced me most.
-Internship (or) associate teaching--because I learned more about teaching there, then [sic] in all my other experiences. I had my own class.
-Human Development and Growth--it taught me about the stages of growing up, from birth to adolescence. It gave me practical experience in requiring work with children in the Head Start Program or other programs.
-I don't feel any of the courses I took really helped me. I took some method classes after graduating that helped me most.
-A two-week reading workshop.
-The methods classes where we learned content and technique.
-Media. Recreational Reading. Reading. Math. Actual teaching is the best experience. Some student teaching experiences are beneficial.
-It is hard for me to relate to this question because it seems that my post-graduation courses overshadow pre-service courses because I involved myself in classes I felt I needed, but student teaching did provide me with a model of a good teacher and I felt deficient in areas I didn't have experience in during that time.
-Actual working with the students in my field after I knew what I wanted to do.
-Interdiciplinary teaching--because it allowed me to create real working models of my lesson plans and use them in a classroom setting.
-Language Arts Methods class at Cal State Bakersfiled, Calif. Student teaching--two experiences on different grade levels with two different teaching styles represented. Practical aspects most important!
-The whole will-kit program because it made you get into the schools to do your pre-service education.
-Child growth and development. Methods class.
-I felt that Instrumental Workshop benefited me most in the field of music.
-At BYU Ed. 450 classes. These are specific classes in areas of own choice. CDFR 323 & 422--Although in preschool--techniques were suggested and experiences were immediate so the concept stayed.
-Inst. Media, Ed. 350 (Reading, Math, Language Arts). Music 345.

FORM "B" (Teacher), Elementary, Individual Responses, Question #3, Undetermined Institutions, continued:

-Language Arts--Reading--we had to make lesson plans to teach three reading groups in the same class.
-Workstudy: worked as a teacher aide. It introduced me to what teaching was going to be like. Audio-visual.
-Methods course where we worked with problem solving and role playing.
-Social Science and Science as taught by Dr. Mortensen. Used methods of high student interest.
-The most effective preservice training I received was from instructors who were excellent teachers. They served as an excellent example to pattern my own teaching after their exampels.
-The entire education department at the college was a beneficial experience. It was small and therefore afforded more individual attention to each student.
-Teaching internship. I think this is the most effective way to train new teachers because they have a full year of training with close supervision.
-Math class. Reading class.
-Junior Bloc experience as I worked in an ideal learning environment.
-Internship--on the job training for the whole year under a cooperating teacher.
-Lesson plan preparations and microteaching were of greatest value to me.
-Volunteering in schools and student teaching because it gave me time to practice all the skills teachers need.
-Ed. 404--Classroom Interaction Analysis. Educational Psychology. Inservice from District on Interpersonnel [sic] Relations--Conflict Management.
-I was an intern for one full year. No education class can give you the experience until you're put right into the teaching experience.
-I-STEP Program--Talking with my private inst. teacher who had had teaching experience at the high school level.
-Teaching reading and math in the elementary setting. Audio-visual class. Elementary P.E.
-Beginning reading. Science. Internship because you are actually handling a class with help nearby.
-As a student teacher I was given control of the classroom for (2) quarters.
-Student teaching because I had two different grade level experiences.

FORM "B" (TEACHER) SECONDARY
Question #3
Summary of Responses

Type of Response	Number of Responses							
	BYU	SUSC	UU	USU	WSC	Other	Undtr	Total
Number of questionnaires	81	8	29	51	11	14	91	285
Number with no response	7	1	5	11	2	3	9	38
STUDENT TEACHING:								
Actual experience; reality	20	2	7	22	4	5	26	86
Experience better than theory	13	0	1	7	0	2	8	31
Chance to test theories	4	0	2	2	0	0	3	11
Discipline experience	2	0	2	2	0	0	3	9
Good cooperating teacher	3	0	2	1	0	0	3	9
Professors out of date	0	0	0	2	0	0	1	3
Helps in career selection	2	0	0	0	0	0	1	3
Other	2	0	3	5	0	0	4	14
Total Student Teaching	46	2	17	41	4	7	49	166
OTHER CATEGORIES:								
Teaching methods	10	2	4	10	1	2	8	37
Subject matter	3	0	6	3	0	3	10	25
Audio-visual and media	3	0	3	5	0	0	7	18
Psychology	4	1	3	3	0	2	2	15
Tests and Measurements	1	1	1	0	0	1	2	6
Other	26	3	6	24	7	0	30	97

FORM "B" (Teacher), Secondary, Individual Responses, Question #3:

Please list course(s) or instructional experience which benefited you most in your preservice education (if a response is "student teaching", please tell why it benefited you most).

BRIGHAM YOUNG UNIVERSITY

-Subject matter courses, student teaching--because you find out what its really like.
-Teaching of Social Studies. Student teaching--it helps the most to be in the setting of a classroom to see how things work.
-Student teaching--because you are able to see in a realistic way one's direct need in teaching.
-Student teaching gives "real-life" experience, while classroom tends to be theoretical.
-Student teaching: it showed me what a teacher needed to know and how to handle students.
-Student teaching: a realistic experience--the university training of what teaching would be like was very idealistic.
-All industrial arts classes were helpful. All education classes (education department) could have been eliminated without much effect.
-Student teaching is on the spot training--firsthand experience--no busy work [or] meaningless assignments encountered.
-Student teaching because that was where you really got the feel, the experience.
-Methods and Curriculum in Teaching Home Ec. Vocational Education Course. Student Teaching.
-Grammar classes--transformational, junction, and traditional; Ed. Psych.; Testing for Teaching English as a Second Language; Teaching Methods for both Teaching regular English and Teaching English as a Second Language.
-Student teaching--I most benefited from the active role and constant evaluation of my cooperating teacher.
-My German and English 377 classes were the most helpful. Student teaching was, too, but it is still nothing like the real thing.
-Skill type courses, student teaching: both relate to hands on type experiences.
-My Art courses in general helped. The education classes I had were inadequate all around. I suggest paid internships.
-Teaching Effectiveness Training after student teaching or as an extension of working with a high school teaching students--showed more of a real situation without the students thinking of you as just student teaching.
-Student teaching because it provided practical experience in real situations whereas many of the college courses dealt in theory, some of which is not even practical.
-I feel that pre-service education was gained most by working in industry--then relating the material from class to industry.
-Student teaching--because its a real situation and then you still don't get the total picture of what teaching is REALLY LIKE.
-Student teaching: was interesting, and I could do things which were practical.

FORM "B" (Teacher), Secondary, Individual Responses, Question #3, Brigham Young University, continued:

- -Student teaching: it helped me because I could really see how a teacher works.
- -Student teaching because it was a real experience and a time to compare my abilities, and desires in teaching with the real thing. Also, a quarter class on creativity was one of the best I ever took.
- -377--Methods course, 321--Forensics Programming course, Student teacher--my cooperating teacher "turned me loose" to try my own skills.
- -Instrumental methods (Max Dalby). Ironically, I'm a choral teacher.
- -Teacher prep classes. These were the only classes which were beneficial toward my teaching certification of all ed. courses.
- -Audio-visual aids and instructional materials. Test and Measurements. Student teaching--"experience is the best teacher."
- -Student teaching--because it was the only practical thing done in education classes. The teachers left me alone for three weeks with them. You sink or swim.
- -Student teaching, because it is actual teaching experience. You can read and listen all you want but its the actual experience in the classroom with students that you learn.
- -My growth in education is best measured when I can sit with various teachers and share their teaching methods, especially their strong methods used every year.
- -Student teaching because it gave me a chance to put to use what the "books said should happen."
- -My methods class and student teaching in actually working with students and other teachers.
- -P.E. 378--Practicum--Practical experience in a class situation.
- -Ed. Psychology.
- -Student teaching--took me out of theory and put me into reality.
- -Student teaching: there is no way that one can be taught how to teach. He must learn to teach by teaching.
- -Student teaching--I had an excellent teacher to model after. I feel we learn best by doing.
- -Student teaching--because all the classes before student teaching didn't teach me a thing about how to teach.
- -My answer would have to be student teaching because it was the only practical experience I feel that I received.
- -Student teaching--no--disagreed with style of teacher. The BYU ISTEP Program was absolutely excellent.
- -(1) Student teaching--it helped me pinpoint and overcome some of my major weaknesses as a teacher. (2) All techniques of teaching sports classes. (3) Officiating sports classes. (4) Teacher ed 101. (5) Intercollegiate sports.
- -P.E. 315. Bus. Ed. Methods classes 377 A,B,C,D,E,F.
- -Lesson plans--plan what to do and how. Micro teaching--experience. Student teaching--on the job training.
- -Dept. subject mater training [sic]. Student teaching--only realistic experience.
- -I didn't have one that stands out as the most important.
- -Student teaching. All other classes were a waste of my time and money. You learn by doing especially in a real life situation.

FORM "B" (Teacher), Secondary, Individual Responses, Question #3, Brigham Young University, continued:

- -Observing techniques of the good teachers.
- -I was not trained in Vo. Ed.
- -Educational Philosophy. I learned more about the why of education, what the options are, etc. I feel it made one much more concerned and directed in my teaching.
- -Behavior modification. Curriculum content and why.
- -Student teaching--because you actually work with such problems as discipline--motivation, etc., rather than just read and talk about such things from a text.
- -Choral practicum.
- -Officiating. Coaching womens sports. Student teaching (classroom management).
- -Student teaching: it gave me practical experience I so much needed before signing a contract to teach. Helps you better understand your limitations in teaching and whether you want to pursue teaching than any course of study.
- -Student teaching: the experience was the best thing I got out of education classes. Skills & Tech classes.
- -Student teaching helped me because we were dealing with the students personally--not just in theory.
- -Teaching English--can't remember exactly the title of the course, but it had practical exercises in preparing units, etc., for English classes.
- -Individual work projects with instructors where relaxed dialogue was enjoyed--these were not courses, they were volunteer involvement situations.
- -Courses of value included child and adolescent psychology. Student teaching ideally places the beginning teacher in actual contact with children and their learning environment.
- -ISTEP--individualized education because it served as a model of individualization for my own classes.
- -Teaching-related work experience. Student teaching--allowed application of accumulated skills and knowledge.
- -Student teaching--It was on the job training and not from a professor that hasn't taught in the public schools for 15 or 20 years.
- -Enthusiastic, simple, "model" teacher (usually not education course teacher)--not expounders. Student teaching because my cooperating teacher liked me and trusted me enough to put me on my own.
- -Value clarifying. Instructional media. Seminar classes.
- -Micro-teaching on camera--gained self confidence. Student teaching--self-confidence, experience in relating to students.
- -Student teaching gave me the confidence that I could do it. Class on behavioral objectives.
- -Educational psychology at BYU.
- -My subject matter training was excellent.
- -Student teaching--There's nothing quite like on the job training.
- -Student teaching--because it is more like "reality," not so idealistic as most pre-teaching courses. Actual study and work in subject areas.
- -Student teaching--it was for real, no theories.

FORM "B" (Teacher), Secondary, Individual Responses, Question #3, Brigham Young University, continued:

-Student teaching because it dealt with the real world.
-Subject matter classes, classes on subject area on how to teach and lesson preparation; education classes were of little help.
-Student teaching--because I was faced with the actual situations and I could also observe other teachers in these kinds of situations.

SOUTHERN UTAH STATE COLLEGE

-Industrial Arts is what I teach, I worked in a custom cabinet shop while I was in college.
-Methods.
-Oservation of master teachers was the best and we had very little of it.
-Educational Psychology. Tests and Measurements.
-Student teaching and methods classes because they were geared to actual experience and thats is [sic] what teaching is all about.
-Use of VTR to evaluate self in teaching situations--I believe that academic subject matter was excellent.
-Student teaching because it gave me a first hand knowledge of what goes on in the classroom and experience in student relationship.

UNIVERSITY OF UTAH

-Most beneficial to me was the subject matter classes and what I observed about the teaching methods and procedures of teachers of those classes.
-Basic subject knowledge courses. Student teaching--it gave practice and introduction to discipline and student-teacher relationship.
-As far as teaching is concerned--if you know the subject matter and something about children--there is no substitute for experience and that is what student teaching is.
-Student teaching because it let me experience first hand the skills I had acquired during college, i.e., presentation of material, grading, evaluation, etc.
-Student teaching--practical. Experience in plays, etc.--knowledge not given in classroom.
-(2) Subject matter courses--graduate level mathematics, and (1) student teaching--the benefit came from the association with high school level students. The chance to observe and experiment with relationships before being responsible.
-Classes pertaining to my major, student teaching because of actual practice.
-All math classes--confidence in subject matter. Student teaching--excellent cooperating teacher and positive, goal-oriented students. Education Finance--great teacher, she, through example, taught me my tricks about teaching.
-Reading in Content Area. Reading 409. Discussion (group) periods one day per week with student teaching.
-Student teaching--learned a great deal by actually getting into the classroom and teaching. The Methods class was a great help at this time.

FORM "B" (Teacher), Secondary, Individual Responses, Question #3, University of Utah, continued:

-Audio-visual class and student teaching.
-Teaching methods--emphasized "how to". Student teaching--application of training and confrontation with the "real" situation.
-Subject matter.
-Student teaching because it brought to my attention the inadequate training in discipline related problems and pointed out to me the impractical application of much of the material gained from other courses.
-(1) Adolescent Educational Psychology. (2) Subject Method Classes. (3) Audio-visual Instruction.
-Methods courses where I had to actually prepare and give lessons. Student teaching because it very closely resembled a regular teaching experience as I now know it.
-Student teaching--it should all be an apprentice-type program.
-Educational Psychology. Adolescent Psychology. Tests and Measurements. Human Growth and Development.
-Student teaching--you can talk about different situations but you must be in the actual situation to get the full extent of the problem.
-Instructional media. Media production. Audio-visual classes.
-Ed. Psych. Bus. Ed. Teacher prep courses. Student teaching because my cooperating teacher offered many suggestions.
-Subject matter classes. Ed. classes dealing with classroom control and incentive. Ed. classes on presentation of material.
-Student teaching; also observations, because one had time to think and plan without being under the intense pressures of the full-time, full-year situation.
-Student teaching--more realistic.

UTAH STATE UNIVERSITY

-Instrumental and band methods.
-Psychology, Sociology, practical classroom instruction and practice. Observations, student teaching, you gain much from observing, but you need to try doing the job with supervision.
-Student teaching; because to here all things were hypothetical--in the classroom, the book doesn't always help in the situations encountered.
-All business education classes.
-(1) classes teaching indiviudal band instruments. (2) Student teaching for experience in conducting musical groups.
-Student teaching--experience with actual classroom atmosphere and doing it rather than talking about it in an ideal situation.
-Student teaching--real and practical.
-Subject matter courses.
-Student teaching--doing in a real classroom can't be simulated and you can't learn how to discipline without real classroom experience.
-Student teaching taught through experience not theory.
-Student teaching is by far the most important because it is on the job training. One of the best teacher is experience.
-Methods classes in P.E., Instructional Media class, Secondary Education classes. Student teaching--it gave me in class action. (what the cruel world is all about).

FORM "B" (Teacher), Secondary, Individual Responses, Question #3, Utah State University, continued:

-I don't recall experiences from college training helping me--but some I've taken through Extension as Inservice classes have.
-An inservice workshop on "the Positive Action technique."
-Advanced composition. College Grammar. Romantic Literature.
-Student teaching: it gave a realistic view of what one was getting oneself into. But it comes awfully late in college preparation.
-After fourteen years; no classes in the education field come to mind. Educational Psychology was valid.
-Student teaching--gave actual experience and forced problem solving in real situations.
-Vocational classwork.
-Lesson planning, developing students, actual experience doing practice teaching. Army experience handling men. Knowing how to treat and get along with people. Give and take.
-All the books in the world won't teach you how to milk a cow, only doing it will.
-Subject matter courses, i.e., astronomy, radiobiology, etc.
-My student teaching experience benefited me the most because I had an excellent cooperating teacher who gave many suggestions. Also, I appreciate my education classes as being a necessary part of what prospective teachers should learn.
-"Instructional analysis" It helped identify teaching goals. "Student teaching" provided experiences not available in college classrooms. "Post Orientation" helped in self evaluation of class presentations.
-Trained in math and science. Visual Aids class in college. Student teaching--understanding students better, class discipline, record keeping, how to explain basic concepts.
-Student teaching. It gave me first hand experience with students, and a chance to deal with people who are next to the problem (the teachers) rather some ivory tower dude who was so far removed from reality that they don't know what's going on.
-Classes in my area. Many of the education, social science, etc., classes took up too much time and as a result very little time was left for classes and applied classes in my subject area.
-My personal experience in my field helped me far more than any class.
-Student teaching, because it helped me gain actual classroom experience, situations etc., that helped me to learn how to handle those situations when they came up in my teaching.
-The class I took in connection with student teaching, along with my student teaching experience, was very meaningful.
-Student teaching--because it gave actual experience dealing with the youth.
-Serving an actual "internship" early in the pre-service experience should help both candidate and advisors determine if teaching is the right professional area to pursue.
-Actual teaching is where I gained my experience--other didn't help that much.
-(1) Methods of teaching Voc. Ag. (most classes in Educ. Dept. were a waste of time.) (2) Student teaching--it was well supervised, I

FORM "B" (Teacher), Secondary, Individual Responses, Question #3, Utah State University, continued:

was required to teach a full day (getting a true picture of teaching) and a great challenge to me.

-Since I taught English the most important classes were those dealing with grammar, literautre and composition (subject matter).

-Student teaching--actual experience with people. Methods classes helped a little. Classes that concerned my fields of study.

-Student teaching because it was "in classroom" practice and not theory.

-Complete knowledge of subject material helped most.

-Use of audio-visual aids, workshops, student teaching because it let me know what the real world was all about.

-Student teaching--I was able to try methods and see what did or didn't work.

-All audio-visual courses were extremely helpful. Preparing of materials is important.

-Methods class. Student teaching--was able to get it altogether [sic].

-Conducting. Health in the Public Schools. Performace groups were also extremely helpful.

-Student teaching--most college teachers that teach the education courses are out of touch with secondary education--Other than learning subject material, the most relevant teaching education was the "on the job training of student teaching."

-Methods course in teaching. Psychology.

-Student teaching--It actually gave me the opportunity to disicpline students and to record their progress. I think I learned more there than any methods class.

-Student teaching--is reality. It is putting you in a responsible position where you are must prove [sic] or be able to do all of the skills you have been developing.

-Student teaching because to that point my training had all been theory. The actual teaching brought out the fallacies of theory and placed me in the "real world."

-Student teaching (it's totally different situation).

-Methods classes in typewriting and shorthand.

-Actual teaching experiences and activities type classes. Student teaching shows education as it is and gives you on the job experience.

-Speech--All automotive classes I was in at Snow College. Welding.

-College classes helped me get the material. But the best was student teaching because that is what I do is "teach students."

-Student teaching. Actual classroom exposure and for a year or two prepares one far better than six weeks student teaching. More discipline techniques should be taught.

-By far the most outstanding preparatory course was the "Teaching English" methods class from William Strong. Most of my education classes were very poor. This one was excellent.

-Working in the Child Development lab. I found I cann't [sic] work with students that age. and up. I found I work best with teenagers.

-"Student teaching because you work with students not just books.

-Student teaching--first chance to interact with students at the high school level.

FORM "B" (Teacher), Secondary, Individual Responses, Question #3, Utah State University, continued:

-(grad. course) Group Processes, because it helped me see myself as others see me.

-Specific organizational classes and student teaching. Student teaching was by far the most important because it gave "hands on" experience.

-Exper. Foods, Equip. Methods of Serving, Comp. techniques, Student teaching, because it forces you to use all aspects of education methods.

-Upper division classes in field of study.

-Type--I had to prepare alot [sic] of materials.

-Student teaching--because the expreience put you in a real situation where you had to deal with helping students deveope [sic] and achieve self confidence.

-Student teaching, practical experience is the best teacher.

-I was benefited most by the course called Sec. Ed. 610--Improving Reading in Secondary Schools.

-1. Teaching English--Methods class--taught by Bill Strong. I wish it could have been two quarters instead of one. It gave concrete material--really gave me what I needed to teach.
 2. Student teaching--actual experience; learned what not to do and what worked well.

-Student teaching--problems and solutions are found in the classroom not in a book or discussions at a university.

-Student teaching--it gave me hands on experiences under a supervised setting.

-Methods dealing directly with learning techniques and proper method of presentation--also courses on proper educational materials.

WEBER STATE COLLEGE

-Micro teaching with small groups of peers and with children.

-Video-tape micro teaching. Student teaching--because it's the real thing.

-Micro teaching.

-Mission LDS Church. Teaching S.S. classes (college and student teaching were secondary).

-Extra-cirricular [sic] activities--helped relate to people.

-1) reactions and discussions between teacher and student, which were few.
 2) Individual motivation through self-education (Wilkits) programs, which were to [sic] many.

-I benefited most from the music education classes and student teaching of which the latter allows you to deal with students which is the basic element of teaching.

-Student teaching--this is the only place where you really find out what teaching is all about.

-Student teaching--gave practical experience. Secondary teaching methods--Adamson--he practiced what he preached.

FORM "B" (Teacher), Secondary, Individual Responses, Question #3, continued:

OTHER INSTITUTIONS

-Student teaching because it put me in the real teaching situation, not just reading about it in a textbook.
-Student teaching--actual contact with students. Teaching methods classes--by concentrating on subject matter.
-Student teaching because of the actual working with students in a class.
-Subject matter. Without it knowledge could not be presented.
-Haveing [sic] an adequate knowledge in my subject area has done the most for me.
-Student teaching--it was real, not theory.
-1. Psychology, particularly adolescent.
 2. Tests and Measurements.
 3. Methods of Teaching English.
-Student teaching--It was the real situation dealing with real people.
-Student teaching--on the job experience.
-Ed. Administration courses (because of awareness), Ed. Psychology (because of awareness), Ed. C & I (the teacher was creative).
-Student teaching: practical, see individual differences.

UNDETERMINED INSTITUTIONS

-Substitute teaching gave me a great variety of face to face situations with students.
-Student teaching, subject matter courses, a good knowledge of subject matter is necessary then student teaching provides opportunity to test your methods, supervisory teacher offers suggestions from years of experience.
-Methods and Materials. Band Performance classes.
-Subject matter oriented classes.
-Student teaching because one has the opportunity to discover the discrepancies between theory and reality.
-Teaching of biology U of U. Actual experience of teaching--one to one communication.
-Student teaching--on the job training, first hand experience.
-Student teaching--because of the practical experience it gave and actual relationship to training needed for teaching.
-Student teaching--Meeting students on a daily basis and preparing for the real class situation (most benefit).
-Really, unless there was some covert transfer--none. The way they were configured, there was no relationship between theory and practice, college and the classroom.
-Student teaching--afforded actual school conditions.
-Student teaching--this experience was an opportunity to put everything I had learned together. It was also the best chance to see if I could work with an entire group as well as individuals.
-Student teaching--other classes were not adequate compared to actual experience.
-Instructional media; getting my Master's degree (for better knowledge of subject); teaching on college level for three years.

FORM "B" (Teacher), Secondary, Individual Responses, Question #3, Undetermined Institutions, continued:

-My classes at Utah Tech such as salesmanship, advertising & marketing--very practical. Student teaching was most beneficial because you could observe first and then you had a teacher to give you help.

-Methods classes. Student teaching--it got me into a teaching situation that was close to real.

-Student teaching--It's here where you learn what the real world is like, nothing is idealistic as in a class, but is reality.

-Two service projects (one week each) to Morgan High, San Juan High. Student teaching because I was able to teach and find out what it is really like.

-Academic subject matter.

-Student teaching was best because of the exposure to actuality--at least contacting the real situation.

-Student teaching--because it was taught by a competent practicing teacher, not by a professor far removed from reality.

-Subject matter knowledge in relation to student teaching--to know what you teach and how to be successful doing it.

-Student teaching--learned to prepare lesson plans.

-Student teaching--put it all together, subject matter knowledge, lesson plans, planning (long term), grades, evaluating, thinking on my feet. Subject matter courses were very important also.

-Student teaching--no amount of theory equals practical experience. Subject matter courses--good background knowledge in subject matter is essential.

-Student teach provided a practicable [sic] application of all skills. This was the only place I received discipline training.

-My first year teaching caused a rejection of the theoretical education and a sudden adaptation to reality.

-Student teaching--because actual exposure to the student situation is more help than all the talking and theorizing a class discussion can give.

-Technique classes that were taught for each individual subject that would be taught. Human relations classes and understanding yourself before you can someone else.

-Taking over a complete class from start to finish during the student teaching experience is the best practical experience. Disciplining process are extremely essential.

-Student teaching--let me know the relaties [sic] of teaching--discipline, preparing instructional labs.

-Math methods class--to the point.

-Audio-visual Aids: helped develop skills to operate equipment and make pleasant classroom environment. Student teaching: gave one to one contact and actual conditions necessary for "adequate" training.

-Seminar during student teaching--discussing problems that were current and solving them. USU--typing methods course.

-Educ 301--Beh. Objectives, Teaching Techniques, Tests & Measures, Hlth 301--Teaching Tech. Phys. & Anatomy & Diseases--for information.

-Seminar with other student teachers (my particular student teaching experience was a waste of time because the teacher refused to let me do anything but sit and watch).

FORM "B" (Teacher), Secondary, Individual Responses, Question #3, Undetermined Institutions, continued:

-Student teaching--reality. Math teaching--poor.
-Student teaching--real students act very differently from those in the cases studied in school. Fantastic cooperating teacher.
-Mini-course in operating media equipment. Mini-course in self-concept (my own and others).
-Preparation of Instructional Media Materials--Hedin USU. Methods of Teaching English--Strong USU. Student teaching--chance to work with reality rather than the idealistic philosophy some professors believe in.
-Student teaching and a class where the teacher had the common sense to make it meaningful by inviting principals, teachers and students to a forum.
-Practical experience on the job. It was not the courses but the individuals who taught them that made benefits in my education.
-Audio-visual training.
-Student teaching--allowed me to work full time with students in natural setting. Educational media--how to create own materials.
-1. Educ. Methods and Materials course--First year instructor fresh from teaching ranks who got down to the nitty-gritty of teaching and gave some real insight.
 2. Student teaching--it helped to seperate [sic] reality from the myth in teaching--while not a "good" experience it served to "open the eyes."
-Classroom activities with emphasis on discussion and evaluation of problems, etc.
-Classes in techniques. Student teaching--encountered actual class situation.
-P.E. skills classes--helped in developing my own skill and how to teach the skills and evaluate the students fairly.
-For a P.E. coach and teacher: (1) Student teaching--experience, (2) all the specific skills classes, (3) athletic training, (4) being involved with the competitive teams.
-Student teaching--I think there should be an intern program for teaching to see if teacher enjoys teaching and can handle it for one year.
-Student teaching has got to be most benefitial [sic] because of the actual experience involved, but all courses in major teaching field have equal importance in order to function in student teaching.
-Subject matter (art) methods and student teaching experience--direct application to a teaching experience.
-Student teaching--basic experience and exposure. Teaching college courses.
-Out of all I had the one that benefited me most was my audio-visual course because it was the only one in which I was able to apply my knowledge directly.
-Its been so long ago, I can't remember. I think I've just dug most of it out myself. Other teachers, etc.
-Methods classes.
-My actual teaching experience helped me the most.
-Classes in the area which I teach was most beneficial. Student teaching was of little value.

FORM "B" (Teacher), Secondary, Individual Responses, Question #3, Undetermined Institutions, continued:

- -Teaching technique classes where you were required to teach a skill to peers and then be critiqued.
- -Classes in human growth and development and adolescent phychology [sic] were most beneficial.
- -Student teaching--practical hands-on experience.
- -Subject matter courses--this is a must!! Student teaching--this is the only way you can find out if you really want to continue in your chosen field.
- -Teaching grammatical usage. Evaluating student composition.
- -Student teaching: teacher was an active part of the experience sharing ideas/experience rather than letting me go off on my own or telling exactly what to expect. She just shared her individual perspective.
- -Student teaching. Nothing can take the place of actual work with students.
- -Student teaching--none of my classes turned out to be a real big help to me. Most of the situations weren't realistic--student teaching was.
- -Student teaching gave a first hand experience and exposure to the real problems faced.
- -Psychology courses and student teaching possibly too, sociology courses--these all dealt with personal contact with people.
- -Student teaching was the most beneficial because it gave me the opportunity [to] see how I would relate to the students in "the real world of education."
- -Methods classes and subject area Math classes.
- -Student teaching--first contact with students.
- -Academic classes.
- -Student teaching. Actual contact with student and student problems. Had excellent advisor.
- -Too long ago. Workshops--brought me up to date on proceedures [sic] and knowledge.
- -"Literature in Secondary School" Dr. Lori Clark (read 50 student novels). "Math in the Elementary School" (changed my major as a result).
- -Student teaching--this is where the real practical experience is gained.
- -All courses in mathematics and chemistry.
- -Student teaching--I taught what was needed according to the responses of the students, under the guidance of a wise experienced teacher.
- -Student teaching--actual experience with students also two Institutes--full summer to teach teachers how to teach foreign language--came late in teaching career, however.
- -Subject matter courses. Tests and Measurements.
- -Classes in my major.
- -Student teaching--actually getting a hands on experience with students.
- -Student teaching--it was a 4 math program at West High where I taught 7 periods and worked hard with all students.

FORM "B" (TEACHER) ELEMENTARY & SECONDARY
Question #3
Summary of Responses

Type of Response	BYU	Other	Undtr	Total
Number of Questionnaires	3	2	73	78
Number of No response	1	0	6	7
Student Teaching	2		40	42
Instructional Media			4	4
Good example of good teacher			2	2
Graduate courses			3	3
Classes within Major			5	5
Methods	1	2	3	6
Observe Classes			1	1
Curriculum Construction			1	1
Sub Teaching			2	2
Psychology			3	3
Teaching experience			2	2
Phonics class - reading			1	1
Other			2	2

FORM "B" (Teacher), Elementary and Secondary, Individual Responses, Question #3:

Please list course(s) or instructional experience which benefited you most in your preservice education (if a response is "student teaching", please tell why it benefited you most).

BRIGHAM YOUNG UNIVERSITY

-Conducting core. Student teaching: It put me in a lifelike situation that gave valuable experience.
-Student teaching--because I was placed in an actual real setting to experience the pressures of real teaching, not merely theory-oriented.

OTHER INSTITUTIONS

-Methods--Elementary Education. Methods--Secondary Education. Human Growth and Development.
-Music Theory, Playing in the orchestra, methods.

UNDETERMINED INSTITUTIONS

-I had a week's experience substituting before actually starting my contract which was most helpful. There is nothing like the experience in the classroom to help you to meet the problems in teaching.
-Student teaching--it dealt with the reality of the classroom situation first hand instead of theory.
-Student teaching: real life situations. One can spend weeks reading what someone else has to say but practical experience puts the student face to face with the problems (learning experiences).
-Student teaching because if you made mistakes the instructor could counsel and explain.
-The courses dealing with science, social studies, math and art in the classrooms. Student teaching.
-Good example by Master teachers as well in school settings as in my church affilition [sic] inspired me.
-The what to teach courses. Sci, Reading, Soc. Sty., Health, P.E., Astronomy. The best courses were all in the graduate program. i.e. Master in Elementary Currim & Development courses.
-Methods of teaching shorthand--because we dealt with human relations aspect of teaching.
-Many different student teaching experiences.
-Student teaching and methods. Actual experience brought teaching into perspective.
-Student teaching was most valuable. It helped me see the real teaching situation which couldn't be told in a classroom.
-The only education classes that have proven useful to me were those in my subject area. The rest of the classes were too much theory and idealistic. They didn't present things as I found them.
-Student teaching--and should be introduced no later than sophomore year. Actual handling of class situation is much more important than theory.

FORM "B" (Teacher), Elementary and Secondary, Individual Responses, Question #3, Undetermined Institutions, continued:

- -Student teaching--because I could apply what I was learning to children--not other adults. Children respond a lot different than an adult.
- -Student teaching is the best experience--student teachers need to spend more time in the schools and away from the unrealistic "Camelot" of the University. More time teaching in front of students. Video tape them.
- -Media class. How to teach (specific subject matter). Student teaching--nothing like getting in the middle of it.
- -Student teaching. I gained self-confidence in a working situation.
- -Classroom experience classes--not just theory. Assignments--practical files.
- -Instructional media courses, reading diagnostic training. Student teaching. I was taught in a junior high, my co-op teacher was highly innovative and supportive.
- -Kindergarten class where children were observed for period and then we returned to the classroom to discuss it.
- -Student teaching. I took complete charge.
- -Curriculum construction (because I had such an outstanding prof.) Test construction and evaluation.
- -Student teaching was my most beneficial experience because of the actual experience. I had the feeling that the classes that I took were too theoretical.
- -Student teaching, practice presentations to peers.
- -Student teaching. It was practical experience.
- -Student teaching: It definitely showed my inadequacies and strengths and the grade level I felt more comfortable in.
- -Student teaching because it was application of methods not simply theory.
- -Student teaching. I was given full responsibility of a group for a specific time--not just certain subjects.
- -Student teaching (actual experience) (first hand).
- -What benefited me most was that I started to substitute teach my sophomore year. After three years of that kind of experience you know whether you can teach or whether you are a baby sitter only.
- -Student teaching: because you really have to do everything yourself. You really find out what you don't know.
- -Student teaching--because I was able to work with the actual problems instead of just talk about them.
- -Substitute teaching.
- -ONLY student teaching because it was the only contact with a "real" situation--classroom instruction in education was meaningless because it was so far removed from reality.
- -Student teaching was most beneficial, but the preliminary classes were necessary in order to prepare for student teaching. It was an "on hands" experience which gives one the opportunity to test and adjust his theories.
- -P.E. I had a fantastic teacher (Dr. Crooks) who was a great example in all realms of teaching. Student teaching. I saw what teaching was really like. Math--taught me what I needed to know.

FORM "B" (Teacher), Elementary and Secondary, Individual Responses, Question #3, Undetermined Institutions, continued:

-Basic concepts in teaching (BYU 301B).
-Science and Social Studies in the Elementary School, Education Psychology, Educational Media, Elementary Fundamental Math (not new math), P.E. for Elementary Students, All my graduate reading education courses.
-Psychology--classes in group dynamics, etc. Student teaching--"On the job" training.
-Student teaching--actual experience--best teacher.
-Internship--actual classroom problems were my responsibility. I learned to solve them. Theory is great, but the actual situation is much more helpful.
-Adolescent Psychology, Audio Visual Aids & Media, Techniques of Instructing, Fundamental Skills, Exercise Physiology, Physiology, Zoology.
-Methods class--gave actual experience in front of audience. Student teaching, all the classes fed info. Actual teaching brought it all together. Encountered realistic problems and situations and gave a chance to use knowledge.
-Assistantship. Enjoyed learning and developing communication skills--saw some poor teaching and this made me determined to complete my education.
-I cannot list a preservice. Post reading diagnosis and prescription from University of Utah. Learned how to teach reading!
-Student teaching is the closest thing to teaching its self.
-Methods class in my major and minor. Primarily they were beneficial because of the practical exercises we were forced to do.
-Student teaching--because I was able to get the feel of preparing a lesson and handling the students.
-Child development classes. Social Sciences were my favorite because these helped my own growth. A teacher should grow in self-worth in order to be at full potential.
-Student teaching--it gave me a look at teaching in practical situation. Be able to adapt to everyday situations, also putting theory to work.
-My "teaching reading" class seem[ed] to [be] related more directly to experiences in the classroom. Art and music classes gave valuable ideas for later use.
-After 17 years of teaching and many graduate and inservice courses, I can't remember the course content of very many undergraduate courses.
-1. The string instrument class series. 2. Music theory and harmony series. 3. Conducting, 4. Participation in performing groups. 5. Working with Lloyd Beckstead in student teaching.
-Student teaching--first-hand experience dealing with students, other teachers, and materials.
-Human relations/communication classes. Instructional material production class.
-Audio-visual production. Music for elementary teachers (I had a master teacher. I learn[ed] lots from observing her.). Science (I learned a lot from Dr. Berryessa about the classroom).

FORM "B" (Teacher), Elementary and Secondary, Individual Responses, Question #3, Undetermined Institutions, continued:

Student teaching--providing the opportunity to see a classroom setting, chance to work with students, development of plans and following through with them.
-Student teaching gave me first hand experience. My Educational Psych. Class.
-Student teaching--gave me the nitty gritty training. Science and Social Studies in the Elementary School.
-I can't remember. It has been 35 years ago. I am retiring at age 65 this June from the teaching profession.
-Psychology and academic courses.
-Phonics class from BYU for reading in El. Grades.
-Student teaching because it was real, actually the way it is[,] not always what colleges say it was.
-Student teaching--actual experience in teaching and developing teacher-student relationships; nothing takes the place of being in the classroom!
-Courses studied in my major (art) and minor (sociology).
-Student teaching--because during student teaching you come face to face with the "real world" of being a teacher.
-I feel my background in teaching (Primary, Jr. Sunday School, helped me more than the courses work. Subject matter classwork gave me confidence to teach the things I'd learned.

FORM "B" (Teacher), Elementary, Individual Responses, Question #4:

Please share any suggestions you may have as to what ought to be added to teacher education programs to more adequately prepare teachers.

BRIGHAM YOUNG UNIVERSITY

-We need to have more courses relevant to the needs to children. "Glasser".
-Teaching the small classroom details. Records, household duties, ADA (rollbook).
-More specific courses in reading diagnosis and prescription, also in content areas (science, social studies, etc.) also more on public relations (in working with parents), etc.
-A class on working with gifted children and one on getting children to work up to their potential.
-I think more training and experience with individualized programs would have helped me.
-More on-the-spot training.
-Actual classroom experience as well as the theoretical class--early in training in order to see what it is really like.
-I believe that the teacher education programs are greatly improved since 1951, so its hard to judge. Give more and more practical experience.
-Psychology of behavior. Discipline techniques.
-Courses to familiarize them with different programs and materials.
-More actual use of audio-visual materials. More opportunity to be with kids. More down-to-earth real classroom type training. Getting off cloud nine and getting down to earth with real live, breathing kids. More: Art-crafts, P.E., reading comprehension, enrichment ideas.
-How a teacher of 20-30 students or more, without an aide or other person in room to supervise, can work with students in groups, or individually, while rest of class is engaged in meaningful, quiet activities.
-There was [not] enough emphasis on discipline or teaching techniques.
-More "on the job" before classroom instruction.
-Screening out classroom teachers who do not desire a student teacher or eliminating student teachers from classes where teachers are unable to handle discipline well.
-Give more training on dealing with discipline problems; organizing and implementing daily, weekly, and yearly schedules; grouping and individualizing.
-Get the teacher to be out of the college classroom and into the classroom teaching situation sooner.
-Help in working with parents in the educational process. Society is making this an increasing problem.
-More reality of classroom problems.
-I really feel the sooner a future teacher works with children the better. I'd include several courses in the sophomore year of college where teaching in a classroom situation was required. I'd continue the exposure with children each year until graduation. Also a good course in teaching Reading and Phonics.

FORM "B" (Teacher), Elementary, Individual Responses, Question #4, Brigham Young University, continued:

-A longer period of time in student teacher training, e.g. maybe three quarters instead of two quarters, etc.

-Less theory in classes and more practice working with the students. Earlier classroom experiences.

-Real situations given by those who have had the experience (rather than those who failed as teachers).

-Classes illustrating more "varied" teaching methods.

-Re-evaluate entire education classes and program. Make them more practical.

-More time spent in the schools involved in meaningful teaching experiences (i.e., teaching reading as opposed to PE) before student teaching. More instruction on discipline and individualization prior and during student teaching.

-More practical experiences.

-More actual experience in the classroom, then going back for more help in the area you know you needed.

Record keeping!

Give as much teacher-student situations as you can have. Try to have many different types of relationship with students.

-The training and experiences student teachers receive today are excellent.

-Class in discipline techniques.

-More on reading instruction.

-They have added more "practical" classes at BYU. That is good. When I went through my first "in class" experience was student teaching. I was a senior by then!!

-More on SEA/UEA/NEA and board of education.

-More on the job training instead of so many psychology classes that contradict each other. (more workshops)

-Requisites both lower but esp. upper classes needed to be more subject oriented. (grade levels).

-Experience, more classes on use of instructional materials, classes on how to make education applicable to the student.

-Students need to get into schools early in their educational experience and discover as many facets of education as possible both positive and negative.

-Discipline ideas.

-Have more professors that have been very successful in class experience not book experience.

-Skills in art, music and reading. Developing techniques. Methods of discipline.

-In universities, teachers are taught to deal with the idealistic children (all will respond to the same stimuli), but in the practical application, they (the children) don't. Every years crop are unique. The same approach doesn't not [sic] work year to year.

-To have actual experience, under guidance, for meeting needs of children who have special emotional and behavioral problems that will be in a regular classroom.

-Help in effective classroom management. Too few teachers are prepared for the discipline problems found in todays classrooms.

FORM "B" (Teacher), Elementary, Individual Responses, Question #4, Brigham Young University, continued:

-From my observation they have an excellent educational program and are adequately prepared.

-Rdg. courses on Programmed as well as Basal Reading. A course on teaching metrics. A stronger social studies/science preparation course. A basic first aid course would be helpful.

-If any thing would be helpful, add more teaching experience classes.

-Student management techniques and curriculum organization. More emphasis on learning process.

-More on-the-job training programs. More teaching experiences and opportunities.

-Get the pre-service teacher into the classroom as early as possible.

-More information on child development. More classroom experiences with outstanding teachers.

-An apprenticeship program. Get out of the university and into the school.

-A class dealing primarily with parent relations would be good. More classes in dealing with discipline.

-Being more specific. What would be considered proper action for this situation and etc. More practice and experience in preparing and delivering units.

-More time in the classroom.

-University instructors who direct classes more practical and nearer reality.

-Teachers need more actual experience before they have a class of their own. I don't think the "theory" classes are too beneficial.

-Send prospective teachers out into the schools as aids for a few weeks to see what teaching really is.

-Classes which explore new instructional techniques and innovations. Also, an honest evaluation of such new programs.

-How to keep records, individual on students, and roll books.

-Using positive methods in teaching. Recognizing the worth of each individual.

-More insightful college instructors, less busy work, more courses required from outside the college of education.

-Background to teach reading.

-Classroom management should be taught. Teacher's should know something about books and materials used. Discipline should be studied.

-More about discipline and meeting individual needs.

-Much more work in the classroom plus early observations of the best teachers.

-Classes on self-esteem (helping students to have higher self-esteem, etc.) Classes on discipline.

-Courses ought to be devised similar to Dale Carnegie course but aimed specifically at pupils and how to make them feel comfortable about themselves and eager to please the teacher or learn.

-More time in actual student teaching--with more than one teacher and grade level. Classes in dealing with the emotional--hyper active student.

-Basic courses to solidly build foundations for the K-3 or int., etc., should be given.

FORM "B" (Teacher), Elementary, Individual Responses, Question #4, Brigham Young University, continued:

- -Classroom experiences.
- -More and earlier student teaching.

SOUTHERN UTAH STATE COLLEGE

- -More field or class work.
- -More on handling discipline problems.
- -More lab or experiences in the classroom. More discipline training.
- -More observation and actual work with teachers.
- -Teaching reading skills. More methods classes and less theory and psychology.
- -Classes on classroom control--make the classes apply more to upper grades, not primary.
- -More practical experience. Class on methods in teaching the ungifted student.
- -To put the teacher in the classroom more before and after student teaching. To have a statewide adopted test to filter undesirable upcoming teachers.
- -More in-classroom training at earlier stages of the four-year program.
- -Get the student teacher into classroom at least 50% of the time with accountability! (inservice).
- -A course in correctly understanding all "attendance register" records, quarterly forms and end of year records.
- -Add more experience for training teacher to work with little supervision with trainees responsibile for program. This should be a student teacher experience that is not in the regular schools, but as a program like the SUSC Natl. Parks summer experience and the Granite District Mill Hollow Program.
- -Professors really need to get back into the classroom for a year or so every four or five years. They forget what the classroom is really like and think of it so often as a dream world. It is so much different than they tell students.
- -Skills drills--Working with students before the senior year. Theory is good but many teaching majors learn too late they can't handle children.
- -There should be more classes that help you to write your own unit plans in areas such as Social Studies.
- -Teacher responsibilities regarding rollbook accounting, monthly and yearly reports.
- -A very, very, improved, geared up class to teach reading.
- -The education programs should give the students more practical experience.
- -More actual teaching experience.

UNIVERSITY OF UTAH

- -Get students in the classroom with great teachers.
- -More involvement with classroom.
- -Less courses more student teaching.
- -Methods in teaching the language arts, especially spelling, writing, and hand-writing.

FORM "B" (Teacher), Elementary, Individual Responses, Question #4, University of Utah, continued:

-Allow them into the class room to observe at the beginning of the year especially first grade.
-More student teaching experiences.
-Fewer methods classes, and more work in the classroom.
-Longer student teaching period. Too many teachers being hired behave like children and dress in poor taste.
-We need classroom experiences and then some of the classes would help more. Techniques in the teaching of reading should be more thoroughly covered. Classroom management techniques would help tremendously.
-More emphasis on what specific companies have high quality materials--the mess to wade through under sales pressures is too vast.
-More about Parent--& teacher relationships--Dealing with parents.
-Teaching techniques for reading & math--actual how to do it courses.
-Classes on discipline and organization of classrooms.
-The classes I had didn't prepare me for student teaching or teaching. I wasn't prepared to teach reading, write correctly on the blackboard, use AV equipment. I think this is all different now.
-More audio-visual training--opportunities to assist in Parent Teacher Conferences--Policies of stricter discipline in the philosophies of instructors (gap between theory and practice).
-More opportunity for students preparing to be teachers to have direct contact with children in learning situations.
-I feel students should be exposed earlier to actual teaching so they are sure that is the desired profession.
-Team teaching experiences would be helpful. Classes in T.E.T., Reality Training and effective discipline would really be helpful.
-More teaching time in assorted grades--especially with full responsibility for discipline.
-Classroom management and selection of supplemental materials.
-More training in actual classrooms--2 years work would be ideal.
-More adequate training in reading (far more).
-Effective discipline approaches--More practical and specific procedures.
-A-V experience--wide acquaintance with avail texts and wider instructional programs, methods, etc. Public (parent) and colleague relations. Human relations--experience being facilitator of learning.
-Knowledge of phonics and rules of phonetics--Classes on creative thinking--Cal Taylors--(Implode). Dr. Ray Barsch--Movigenics.
-To visit classrooms and observe master teachers--and also have a longer time for student teaching--actually working with students in the classroom.

UTAH STATE UNIVERSITY

-Have the prospective teacher get into the classroom sooner for some on the job experience.
-Put university students in the classroom before senior year.
-Do student teaching earlier in the program.
-More time spent in a classroom setting working with children.
-I indicated on the front the classes I think are good, it would also aid in 2-a&d. [marked "operating audio-visual equipment" and

FORM "B" (Teacher), Elementary, Individual Responses, Question #4, Utah State University, continued:

"knowledge of human growth and development" as Adequate for Preparation. Also included the comment, "After my degree I took sp. Ed. classes which are much more helpful in evaluation and working with parents,].

-I wish the student teachers we have had could stay a little longer.
-More and earlier contact with schools.
-How to handle discipline in the classroom. How to be human with the students. To be firm but gentle.
-I felt I was inadequately prepared to take over and teach reading, this area should be strengthened.
-I feel a course should be completely devoted to the different methods of discipline.
-I'm aware that there is more in-the-classroom training than there was in the past and I feel this is good and should be continued.
-Better instruction on Reading Programs and how to present reading lessons. Art projects from paper. Actual classroom time.
-The more "in school" experiences the better.
-Classes should be more reality based and less theory. Education students should get into classrooms sooner.
-Role Playing class or experiences and background of upsetting situations or discipline problems.
-Give students a chance to work as student teacher as early as possible--to see if they are suited for teaching. Perhaps upon acceptance into college of education if for only two weeks, etc.
-Great strides have been made by the Institution I graduated from to up-grade its teacher education program. I concur with the changes they have made.
-More classroom situations and experiences "observe more" "techniques" more methods classes.
-More experience in the classroom.
-Appropriate and adequate methods of handling behavior problems.
-There ought to be a longer period of practical experience. When I did my practice teaching it was only one quarter. I understand that now it has changed.
-Classroom exposure.
-The more "on-the-job" training the better--teachers who are already working with students are the best teachers for college students.
-Reading methods courses need to be improved greatly.
-Visits to several schools.
-More actual teaching and working with students.
-More actual contact and experience with children.
-Some practice teaching before becoming totally committed to Ed classes.
-Helps on versatile and clever bulletin board ideas. Concrete helps on discipline.
-Early exposure to classrooms before entering as a student teacher would be valuable.
-My preparation was 20 years ago. I feel now that methods and programs are far superior. USU has an excellent program at present.
-The program the USU has now is the best I have seen.

FORM "B" (Teacher), Elementary, Individual Responses, Question #4, Utah State University, continued:

- More experience in a self-contained classroom without all the extra help and advantages of the Edith Bowen School.
- More actual experience with reading and math groups. Phon , [sic] classroom management.
- Let student teachers go to rural areas where they would have more opportunities for community involvement working directly with teacher without college environment.
- More inservice. I know the colleges are doing this now.
- A good background of information and experience.
- More practice teaching such as an internship before junior and senior year so the classes taken later will be more meaningful.
- How to keep records and give grades fairly. Working with parents, community.
- Teach student teachers that firmness, even to being "unpopular" is necessary, especially at the first of each year, and until good self-discipline among students is gradually established.
- Student teachers should place more importance on their performance during the learning process of that experience.
- Courses on disciplining and motivating students as well as methods classes. Some student teachers do not know how to manuscript.
- They need more practice of being totally responsible for a concept being taught from planning time to time of evaluation.
- I feel strongly that methods classes in basic elementary classes should be required and not left to be gleaned from visiting and working in student assignments.
- The present program at Utah State University is excellent. I see the advantages in students working on the job over the four years.
- Observing teachers is good if the person has had enough experience to know what to look for. Prof. of Ed. don't give the help the working teacher can.
- Variety of ways of discipline so each prospective teacher can select the ones that fit his personality.
- The newer teaching blocks are excellent for students and teachers.
- Give the students more opportunity to work with students they will be teaching.
- More time spent in classroom. USU program is producing much better teaching prospects today than a few years back.
- A class would be helpful to students to analyze "Standards of Ethical Conduct for Utah Educators" and "Standards of Professional Competence for Utah Educators" prepared by Prof. Practices Adv. Commission.
- Students individual needs and how to prescribe for them.
- Dr. Reid's kind of on the job training.
- More classes designed to help teach a certain subject rather than classes designed for professors knowledge.
- I think prospective teachers should have at least one full year as an intern.
- Perhaps prepare us for housekeeping chores which result from the lack of funds in our districts for keeping our buildings clean.
- First-hand experience, then theory classes.
- Workshops.

FORM "B" (Teacher), Elementary, Individual Responses, Question #4, Utah State University, continued:

- -Lots of suggestions or experiences in disciplining and parent relationships.
- -Let them have more time in classroom. Work out partial pay for them as they teach.
- -I feel that if teachers could study subject matter knowledge, discipline, growth and development as they were doing student teaching, maybe a longer period of student teaching as you take classes it would be more adequate preparation.
- -Observance of different techniques for teaching reading in actual classrooms. Not doing to begin with, but watching.
- -I believe the USU program with freshmen, sophomores, juniors involved and then seniors student teaching is excellent.
- -More classes teaching specific teaching skills.
- -Courses to help teachers collect, prepare, file resource materials.
- -I took a general Ag. class. We studied briefly--wheat, dairy, beef animals, sheep, etc. One of my best classes!
- -There is a need to better train teachers in the areas of art and music.
- -Additional reading and math classes.
- -Some kind of public relations with the parents. Teaching the teachers how to honestly evaluate children, rather than "butter-up" parents.
- -USU-SODIA has been an asset--great benefit to all.
- -I believe the "intern" program is a big step forward.
- -The sodia program has really helped with getting the students into the classrooms.
- -Utah State's new program involving students in the classroom from their first year in school is very good.
- -Teach them methods. Teach them subject matter.
- -A little realism. The courses deal in ideals of the ivory towers. For instance, the teacher is a failure unless they achieve with every student.

WEBER STATE COLLEGE

- -More courses on human relations and different cultures.
- -In classes on discipline to be more comprehensive and to provide many ideas and methods.
- -More help with meeting individual differences.
- -A definite and specific class on classroom discipline and management.
- -I feel like more knowledge of ways best to teach Reading, Writing, Math. How to best use vocabulary and spelling. Workshops like Ethna Reid gives. More, longer student teaching experiences.
- -More time should be spent in actual classrooms rather than talking about the "ideal classroom" We need to see how it really is.

OTHER INSTITUTIONS

- -Internship program much more effective than student teaching.
- -Less philosophy and more practical, actual skills should be taught such as how to set up reading groups, how to read a teacher's manual, etc.

FORM "B" (Teacher), Elementary, Individual Responses, Question #4, Other Institutions, continued:

-More classroom experience. More realistic classes.
-I would like to see more emphasis placed on music, art and drama in preparing teachers for those subject areas.
-More direct work with students, before stud teach. More work on professional aspects of teachings, as a career.
-More classroom time, more awareness of LD students & how to help them.
-More extensive Reading program and classes for children with special needs.
-There weren't courses available on handling discipline problems while teaching, evaluating students in terms of grading for report cards, individualizing instruction.
-"Methods" classes should be beneficial.
-Early introduction to professional education courses.
-Handling classroom discipline is one of the greatest handicaps to a young teacher.
-More student teaching should be required and also more training in teaching of the basics: Reading, Writing and Arithmetic.
-As much classroom work with students as possible.
-Some kind of classroom experience near the beginning of teacher prep. program.
-More should be given on hyperactive and emotionally disturbed children--as we have more and more in the classroom and now counselors to help.
-Help prospective teachers to become as familiar as possible with the reading, math, and etc., programs actually used in schools.
-Prospective teachers should be in a classroom atmosphere early in their college years.
-All prospective [teachers] should spend considerable time in a classroom early in college career before actually doing student teaching.

UNDETERMINED INSTITUTIONS

-At this time the experience here is too long. Previously two experiences on two grade levels were required and for a shorter period of time. Far better than the twelve weeks now which reaches climax two or three weeks early and then DRAGS. More education in student management, discipline, communications methods would help.
-More contact with actual classroom situation.
-Realistic classes in discipline and management and in helping children build self confidence.
-Classroom management is essential for enjoyable teaching--and teacher ed programs are generally deficient in teaching it.
-Workshops in discipline.
-More actual classroom behavior problems and eliminate THEORY.
-I feel all teachers--both Elem and Secondary should have reading methods on Elem Basis.
-More involvement with children in and out of classrooms (earlier in the training).
-More student teaching.
-Less theory--more actual practice.

FORM "B" (Teacher), Elementary, Individual Responses, Question #4, Undetermined Institutions, continued:

- At the time I did my student teaching, I felt that I could have profited by using more time working with students in [a] classroom.
- Less theory classes--more practical experiences.
- I think there should be a class on record keeping.
- I still feel dicipline [sic] and control of students is the most important aspect of a teacher--children need firm but loving control. Its easier to love them when they mind. More helps along this line.
- From my own experience I would say that instruction on diagnosing readings needs and teaching reading ought to be more extensively done.
- More classroom experiences (real not artificial).
- More detailed Reading Inst. (9 qt. hrs).
- Better preparation of lesson plans. How to relate to student problems. DISCIPLINE especially those going into upper grades.
- If you are training for lower grades you need a good class--& experience in teaching reading, How you do it?, Books available (Basic Readers).
- More varied experiences in many different classrooms. I believe they are doing this more now than before.
- More actual teaching in various classrooms throughout college career.
- In the past I have had many student teachers. All of them indicated the lack of class such as I have mentioned in question No. 3 [Math, science, social Studies, Reading & Language, arts in the elem. school].
- How to really discipline students.
- Put the student in real life situations as soon as possible so he/she will know sooner if this [is] what he/she wants.
- More actual classroom experience and curriculum planning.
- Many methods classes inadequate esp. teaching reading, Classroom discipline and organization--management techniques.
- Give them more experience in the classroom earlier in their college years instead of the last year before they graduate. (I believe this is already being done). Great!
- More instruction on class management--discipline--dealing with parents--(practical experience if possible).
- (1) More involvement in the schools earlier in your academic pursuits. (2) Learning to implement [sic] when equip. & materials are not avaible [sic].
- More time with kids in the classroom other than just student teaching.
- More experience in teaching reading and reading skills.
- Better understanding of individual growth problems at given age. Get away from idealistic discipline problems. Better understanding of type of reading programs.
- More in school training (classroom) to see how it really is.
- Less theory more practical experience and subject classes.
- Various ways of teaching reading, arithmetic, more time in classroom.
- Practical experience--lesson planning & following through--ways to DISCIPLINE that work--ways to fill in extra minutes.
- In Science--teach information and help students get knowledge then teach how to give interestingly--not in one class. Same could be said of art, health, music, math, perhaps all areas.

FORM "B" (Teacher), Elementary, Individual Responses, Question #4, Undetermined Institutions, continued:

-More discipline techniques and time fillers.
-Extent [sic] the student teaching period. Have more contacts with actual classroom teachers.
-Spend more time in classrooms as aids or something [to] see what really goes on in classroom.
-Discipline--specifics in the cirriculum [sic] areas. Activity Building Classes. Resource class.
-More classes on making teaching aids like reading and math games. Techniques on discipline.
-An extensive program on different ways to discipline children, also more ways to individualize.
-More student teaching experience & at least one such experience early on in teacher prepatory courses for reasons in "3" above. [Student teaching--most clearly allows one to assess their own preparatory needs & personal adequacy].
-Discipline courses.
-Classroom management course.
-More experience in the classroom before completing the program.
-When I went they didn't have retrieval systems or adequate reading instruction.
-How to discipline children. Behavior Modification.
-School law and a class on developing student talent would help.
-Most student teaching experiences are not as successful as they should be. I think an internship program of a full school year is much more desirable.
-Wanted less theory and more practical application. I already knew the "whys." I wanted to know "how." Many student teachers come to us with unrealistic views of teaching and of the real school world.
-Phonics--a course like the one I have just completed conducted by Ron Muir involving phonics step by step thru grades one to six involving parents. This is the best requirement for elementary teachers.
-The program I went through seems very adequate. A lot has to be learned through experience. Maybe a class on helping students with self confidence.
-Help! An inservice class for new teachers to share problems with a resource teacher to help solve them.
-Screen people who are not genuinely interested in working and helping students. Who are not there just for the money.
-Closer supervision and evaluation of student teacher/children (teaching situation) experiences. Weber State's "WILL" kits are a good idea but need more feed-back and supervision.
-I would like to see some exposure to retrieval systems, more reading instruction classes, discipline and handling class management and individualizing or program around previous experience.
-More experience and knowledge of text books, guides, etc.
-Record keeping: end of the year and first of the year preparations, permanent records, etc., reading recommendations, L.D.
-More acquaintance with teaching materials with pros and cons of various methods.

FORM "B" (Teacher), Elementary, Individual Responses, Question #4, Undetermined Institutions, continued:

- -A new art for elementary teachers class at USU as the present one is busy work. You don't learn enough.
- -More direct workstudy--being in a classroom in actual association with the children.
- -Discipline techniques taught by someone who's in the classroom--not a prof who hasn't worked with children for twenty years.
- -Have several reading texts available for group perusal and discussion.
- -Working with AV equipment, implementing daily programs.
- -More knowledgeable people to teach classroom discipline!
- -Suggestions for "first day" activities. "How [to] organize and present school programs."
- -Lesson planning--quick methods. Individualizing.
- -Aidework in classroom (with children).
- -More psychology.
- -Reading was just thrown in with language. Since it is highly important and consumes a major portion of the school day, more preservice time should be devoted to it.
- -Student teaching should be done for 1/2 year at two different schools with one experience in primary grades and one experience in upper grades.
- -More teaching experience w/o the cooperating teacher in the area or room.
- -Internship.
- -I feel what the University is doing in the way of preparing students early enough so that those that stay are better qualified.
- -Practical applied psychology, working with and developing materials for individualizing.
- -Much more inservice or intern opportunities.
- -I feel that student teaching should include two different grade level experiences--two quarters, full days.
- -Although we were taught phonics, etc., in Ed 350, I think an entire course would be extremely helpful.
- -Up grade the higher education input. Get the professors back in the classroom and away from idealist theory and philosophy.
- -More actual classroom experiences prior to student teaching. Not just an hour or so, but all day, every day, for 2-4 weeks as a classroom aid. I've had two of these and they grew tremendously and had more of an idea of what was going on afterward. P.S.--one left teaching eventually.
- -Specific teaching strategies, interaction analysis, self-awareness classes, conflict management (preassessment of these skills before graduation).
- -How to teach reading, math--concrete steps not just general information.
- -More experience to different types of classrooms: Day care, special Ed., pod, and all grades.
- -A firmer base in the academic subject minors--so you have a good general knowledge base before you teach.
- -For elementary teachers a first aid class should be added.
- -More experience in difficult areas (grade levels of elementary).

FORM "B" (Teacher), Elementary, Individual Responses, Question #4, Undetermined Institutions, continued:

- -First hand experience teaching reading skills and the responsibility of designing a reading program with published material.
- -More audio visual classes. Also one which opens the community service aspects--business, industry, etc.
- -More scientific knowledge and higher degree of skills.
- -Many more varied classroom structures--open, pod, structured, etc. Every teacher has her own way and needs for doing and structuring her classroom.
- -Provide more on the job training. An internship of at least one year should be required.
- -College professors and instructors are sometimes too far removed from the reality of teaching kids.
- -Every teacher I've talked with, including myself, has said they didn't know "what" to teach. Better curriculum training.
- -Exposure to various school settings, i.e., open space schools, self-contained classroom.
- -Student teaching should be a longer experience and in two grade levels.
- -Possibly more exposure to textbook, materials--varieties;--also more exposure to different styles of schools.
- -Phonics, classroom management, commitment.
- -There should be more education classes directly related to the field which you will be teaching.
- -I think I needed more instruction on how to use commerical textbooks or programs in the classroom and how to supplement them. All I learned was how to develop my own programs.

FORM "B" (Teacher), Secondary, Individual Responses, Question #4:

Please share any suggestions you may have as to what ought to be added to teacher education programs to more adequately prepare teachers.

BRIGHAM YOUNG UNIVERSITY

-Cut out all the theory. Make all college teachers go back and teach junior high kids so they can understand what's going on. The worst teachers in the world are found in college. They think their pet theories and books [are] so important.

-I think more correlation between student, teacher and college instructors could help train a student teacher more adequately. There should be more training instead of a "sink-or-swim" situation.

-Less theory--B.S.--They need to be taught by people who have taught. Most teachers in college never taught.

-When scheduling student teachers have them teach classes they are prepared for, not new material.

-There is an urgent need for more practical and actual experiences in teaching under supervision and cooperation of a trained teacher.

-I believe that the ISTEP program and New Sec. Ed. program of BYU is fantastic. Need heavy emphasis on st.-teacher relations, parent-teacher relationships. Also heavy emphasis in coaching for PE Administration in coaching.

-In the area of foreign language I feel there should be more courses on learning activities that will work on the junior high and high school level.

-More actual teaching experience.

-Experience in classrooms prior to student teaching. Have people who have successfully dealt with various problems in teaching share their experiences.

-A course consisting of the utilization of the experiences of teachers who have taught in the elementary or high schools rather than just college instructors.

-Teach teachers that the education of the child is the basic responsibility of 1st the childs 2nd the parents 3rd the teacher.

-Separate jr. high credential program. Earlier classroom experience.

-Programs which tell how it really is in the classroom not the ideal situation.

-More emphasis on preparing lesson plans in less time--you don't actually have the time when you are teaching 5-6 preparations and only one free period.

-Music Ed--more emphasis on minor instrument. Inter-personal relations and communication. Get into classrooms sooner than student teaching experience.

-Teacher's fairs--Select top teachers, four and five, who will actually teach teachers throughout the state their methods. Have the teacher actually teach in a classroom setting. Then have a question and answer period, also, a time for the learning teachers to apply what he or she has learned from the consultant.

-The leagal [sic] aspects of teacher, students rights. Not as many groups and education curiculum [sic] classes. More teaching skills classes.

FORM "B" (Teacher), Secondary, Individual Responses, Question #4, Brigham Young University, continued:

- It wasn't necessary when I started, but it sure is now. Should have a class in the welfare state--because from UEA to NEA we have it.
- Courses that stress preparation of realistic unit and lesson plans--prior to student teaching.
- Teach student teachers material they will teach to high school students (esp in literature). This would have to be coordinated through higher ed and secondary ed.
- If students could be placed in a secondary classroom situation before they take their methods classes, a lot could be solved.
- More practical experience. More work with developing ideas (lesson plans, texts, etc. . .)
- Definitely there should be more time spent in the classroom, especially during the first two years of preparation.
- Teachers who are currently teaching in your area elementary or secondary--teach the teacher ed classes in the university.
- I felt that the area most lacking was dealing with discipline problems--this is one area that is getting worse rather than better.
- More practical experience; (maybe student teaching under more than one teacher) Less theory.
- Administration--relationship, equipment repair and use, interviewing for jobs, paper work and how to conquere, teacher-parent-student conferences.
- Paid internship with a lot of "inservice training. Colledges [sic] are Ivory Tower places that don't have anything to do with education.
- Many which could be eliminated. Classes relating to student teacher relations--Classroom type experiences.
- More useable teachniques for discipline. I felt that the training I had in this area was not keyed to the actual classroom experience.
- More psychology and social-psych. classes.
- I feel that an active cooperating teacher is very important. Not one that sits in the faculty room for 8 wks.
- How to teach reading in the content area.
- Courses in discipline, pre-teaching course, practical things relating to Home Ec., Sewing Machine repair, Record Keeping.
- More on dealing with peer pressure, student behavior and how to motivate students to want to learn.
- More time learning the practical aspects of teaching. More practice teaching classes--in college.
- More training on the job.
- More on the job experience along with more methods of instruction.
- Many academically qualify but fail the practical--student teaching should be done early in the training rather than late.
- Skills for motivating students, how to eliminate self defeating behavior.
- A better understanding of how schools are run and what is expected of educators.
- More practical experience working with discipline problems.
- More actual classroom work and observation.
- Have teachers who have successful idea and concepts come to the classes and share these ideas.

FORM "B" (Teacher), Secondary, Individual Responses, Question #4, Brigham Young University, continued:

-More experience with the students--more audio visual, more just good useful things to use in the classroom, more training in discipline problems.
-More methods and procedures that are workable.
-I feel my preparation was really more than adequate. I would just like some time to use what preparation I have. Teaching six periods with five preparations is unreal.
-More classroom observation in their field.
-Obtain the services of professors who have had successful public school employment. This will elimenate [sic] many theories that look good on paper.
-More classes or supplimental [sic] courses in subject areas. Knowledge and profeciency [sic] in subject areas, are far more valuable than psychology, behavior studies, etc.
-Competent teachers.
-Tell them how it really is. Discipline must be stressed. All students are not motivated. What do you do? Budget Prep!! Public Relations--How to relate to kids and communicate with them.
-Having the opportunity to establish some specific skills or concepts as behavioral objectives and then teaching a small group (8) one hour a day for ten to twelve weeks to these objectives.
-Teacher.
-More opportunity for observing experienced, well-qualified teachers at the appropriate grade level. Perhaps become a "student" at that level for a short time.
-More "hands-on" experience. Actual school law.
-More long-term, in-school, practice teaching EARLY in the education curriculum. More use of professional journals.
-More in the class training--in difficult situations.
-Longer experience in the classroom such as internship, etc.
-Nothing.
-I approve highly the exploritory [sic] program in which would-be teachers have brief experiences in classrooms during sophomore or junior years, preliminary to formal student teaching.
-Class or instruction in poise and more in good use of language and manners--more for everyone on aesthetic, understanding, exposure, etc.
-Each teacher needs at least one year internship.
-More detail in the subject matter I teach.
-All teachers should be teachers of reading. All teachers should receive instruction in teaching [a] youngster to read and to write. All teachers should be able to demonstrate competency in writing skills.
-Methods courses should be more practical--closer tie in with actual classroom situations.
-Prepare women to coach a sport. As well as teach another subject.
-Some instruction in the problems of teaching.
-Curriculum methods fall short of their design.

FORM "B" (Teacher), Secondary, Individual Responses, Question #4, continued:

SOUTHERN UTAH STATE COLLEGE

-More observation time before "student teaching."
-More training in use of all types of audio-visual and electronic instructional devices. More (in my case) help in "what to teach" in high school English.
-More work in real teaching situations.
-Discipline is the number-one problem I face. There was little or no instruction in this regard.
-Realistic discipline handling problem. Not a bunch of theory.
-As far as Voc. goes, more practical experience in their teaching area.

UNIVERSITY OF UTAH

-How to eliminate Compulsory Education Laws.
-More discussion of potential problems of all kinds. More discussion panels with good, experienced teachers would be good.
-More time in classroom teaching situations and talking to successful teachers. Less time in theory and busy work.
-More teacher prep courses. More classes on motivating and disciplining students.
-Get the college proffessors [sic] into the class Room for a quarter or more and successful teachers as college instructors.
-More time in student teaching type situations.
-Some suggestions are certainly in order for how to survive in this profession--it is getting less and less likely that I will.
-Discipline, grading, organizations DEA, UEA, NEA, Administrations.
-Get into a classroom situation much earlier in the training program.
-Classes on management, discipline, Evaluation of Students work, Philosophy of various School District.
-1. Rotate student teachers under different teachers in different schools for a longer period.
-Drop about two-thirds of the Psychology and Educational theory and replace it with a solid English grammar, reading and writing program--both for the teacher and the how to teach it for the students.
-More time in the classroom. More than one period of student teaching.
-Make teacher education programs "competency based." More and earlier student teaching.
-Condense theory classes and administration classes and add more student involvement in real class situations and problems he or she will be facing in teaching.
-Where you can obtain films, pamphlets & etc to go along with the units you are teaching.
-Instructional strategies; actual curric. development techniques; strategies for dealing with people.
-There needs to be much discussion on how to dicipline [sic] your classes. There also needs to be instruction on class management, i.e., how to develop your own class rules, class organization, etc.
-More methods classes--mini courses simulating teaching experience and seminars discussing the experience.

FORM "B" (Teacher), Secondary, Individual Responses, Question #4, University of Utah, continued:

- More first-hand experience from freshmen year on; more knowledge in minor subject; knowledge of interpersonal relationships on facilities and administrations; weed out those thru G.P.A. or personality differences and admit only "good" teachers.
- Methods of teaching, actual practical, more knowledge of subject matter.
- Subject matter courses taught at a college level using the methods frequently talked about in education methods courses.
- Financial situation. Observing many teachers in action. Sharing units with more students.
- Methods of disciplining students. Courses in how to motivate students (particulary slow students).
- I never had a teaching methods class--I think it would have been helpful.
- Training in discipline, grading practices, positive approaches to parent-student-teacher relationships.
- Get the people who pass along the instructions in the classroom before making decisions.
- Ways of dealing with motivation and disclipine [sic] of students.

UTAH STATE UNIVERSITY

- Prospective teachers should be involved in classrooms earlier to see if their personality and other abilities are right for the classroom.
- More hands on experience.
- More in-school experience before student teaching.
- Prospective teachers should be given more courses in the "guts" of teaching. More realistist [sic] programs, less idealistic programs and philosophy.
- These have already been added to program and I have taken them as college credit since graduating--Reality therapy, Teaching Reading in Secondary Schools, Values Education.
- A decent Educational Psychology class.
- Let the new teachers see really situation [sic] and see how old teachers handle them.
- More experience in the classroom.
- Discipline methods--program ideas. Production ideas.
- I feel that at the present they are spending too much time on creative ways of teaching rather than how to teach the subject and also not enough knowledge.
- The single most important thing any institution could do is give student teaching at the beginning of their junior year with added specific knowledge classes in their first two years. If they still wish to teach, then give them some depth in their chosen field.
- 1. The Dale Carnegie couse [sic] is a must for teacher personality development. 2. Sales course (Basic) because that is what we are really doing is selling ideas to students. 3. Drama, to learn how to perform in front of a class for interest etc. 4. Also, self defense for some (most, maybe) school systems.
- Class on vocational funding for vocational teachers.
- How to do program, assembly etc. Help with things that are part of teaching but not in any on [sic] field.

FORM "B" (Teacher), Secondary, Individual Responses, Question #4, Utah State University, continued:

- Some help with Budget. and help with how to tell a parent that his child needs help that you can't give.
- A course where a student goes into a school early in the program and gets teaching experience to determine if the field is right for them.
- More discipline techniques--lesson plans on subject taught ready for use--workshops related to important matters rather than trivia--more actual teaching.
- Most teacher classes don't tell you how it really is. More contact with students.
- In the field of automotive their [sic] needs to be more hands on type experiences--teach the prospective teacher how to use test equipment.
- More on the job training on a secondary level.
- More methods classes--offering ideas on grading and evaluations--more helps with discipline.
- Send them out second year in college.
- Professors who have actually had extensive classroom teaching.
- I very much like the three week experience as an aid before student teaching, having the student take as much responsibility as she is capable of handling.
- Give students more ideas on how to implement new ideas--give them new ideas.
- Videotapes of actual teachers handling discipline problems in actual classroom situations.
- Guidelines for discipline (junior high).
- More teachers teaching as they tell students they should--not lecturing.
- Teacher education lacks one reality--the actual experience of a teacher in full control of his own class--I don't know how that can be changed.
- Experience teaching in schools earlier in course study--class in secretarial skills and requirements necessary.
- Classroom control, more small workshops.
- More realistic teaching situations--on the job training.
- A more thorough screening of potential teachers to weed out those who cannot function.
- As much actual experience as possible before the senior year. Tell it like it is and not how some prof. in some book thinks it is.
- I feel that those entering the teaching profession should be screened and only those who would make good teachers be allowed to take education classes. Too often those who can't cope with other professions take education.
- It seems they are better now than when I graduated (1958), but I feel the most important thing would be to get the potential teacher involved in acutal teaching experiences earlier in the training program. (Example--student teaching in sophomore year).
- Longer student teaching period--spread over greater time.
- Give more instruction on "discipline." Most new teachers have problems in this area.
- Dealing with human behavior--the why and how to cope with student behavior: also cross discipline preparation for teaching in your major.

FORM "B" (Teacher), Secondary, Individual Responses, Question #4, Utah State University, continued:

- -A course on good common sense!
- -I believe teachers now are trained in audio-visual materials, but this has always been a handicap for me.
- -(Communication) at all levels--with co-workers, students and parents.
- -Teachers should gove [sic] experience in their field. before teaching.
- -The out-of-classroom activities; public relations; more practical type classes in the individual areas. Education is too general, classes should all be applied to the major area.
- -Require college prof. to return to the classroom often enough to know what is actually taking place there.
- -More hands on experience and less theory.
- -Practical application of Math in everyday living: %, cost of living, training for jobs.
- -Every teacher should have a special speech type of class where there is ample opportunity to prepare and present various teaching units using varied methods. (pehaps [sic] using closed cirucit [sic] TV).
- -In the English program student teachers should learn more about usage and practical English. They are always well prepared in literature but unable to handle a grammar unit.
- -Teach T.E.T., self enhancing Ed or the equivalent.
- -More classes on why students behave the way they do and how to council [sic] with them about their problems.
- -More on the job training--actually do the work with supervision.
- -Methods that mean something instead of philosophy.
- -Additional experience situations--less academic study.
- -More involvement with teacher-student-parent relationship. How?
- -How to discipline.
- -May I suggest that you look into the L.D.S. literature on teacher preparation. This inservice material was far better than any training I ever received on the college level.
- -Student teachers ought to be exposed to the classrooms earlier in the preparation process.
- -I believe college teachers should become aware of high school students needs--many still teach lecture-form note-taking classes--with the ideas they give as doctrine to be reproduced.
- -More work on how to set up lesson plans, in an academic area. Using outside sources for plans.
- -I think the colleges prepare you to teach more for a college age than for Secondary or Elem. The difference is classroom control.
- -More exposer [sic] to real situations in the public school system.
- -Classes devoted to developing teaching units for your own files, to be better prepared for first year.
- -More practical student teaching.
- -Spend more time in the classroom learning teachers duties and how to solve problems that arise.
- -Have more actual experiences after learning basic concepts. For example (discipline).
- -Actual business experience.
- -How to grade. How to motivate. How to relate. How to CARE!
- -More reality and less flat education classes.

FORM "B" (Teacher), Secondary, Individual Responses, Question #4, Utah State University, continued:

-Training in visual aids and machinery. Teachers are competing with T.V. what they do in the class room has to be interesting and good!
-Pupil management.

WEBER STATE COLLEGE

-More actual in-class experiences and earlier (freshman and sophomore).
-Earlier and more real teaching experience.
-I would like to see a more comprehensive student teaching experience starting with the first year of college to develop the important teaching skills.
-I believe that Wilkits (self-teaching programs) should be accompanied by regular classroom instruction at least on a weekly basis.
-In music more workshops on individual instruments and repair. More practical things to do instead of theory.
-Have professors teach for a quarter or so every couple of years on the elementary, junior high and high school levels.
-More involvement in overall classroom management in the specific courses.
-Have a one year teaching experience under strict supervision in the real classroom.
-Prospective teachers should be involved in PTA. They should have more extensive personalized work with a small number of students.
-How to deal with classroom problems--college teachers need to get out into the classroom!!

OTHER INSTITUTIONS

-Teach oneto learn (study methods), motivation. Teach creative thinking and use it in teaching.
-Creative professors who teach rather than lecture and give practical group experiences--this is the Key and earlier student teaching experiences (ie--2nd or 3rd year, rather than 4th).
-Observe many teachers at work.
-Better understanding of non-teaching duties: Care & distribution of textbooks, professional organizations, functioning in situations where philosophies are in conflict, typical behavior problems and how to handle them.
-More observation of good teachers.
-How to deal with behavioral problems.
-A class on grouping and classroom management for secondary teachers. P.E. for elementary teachers.
-A class designed to help you work on the board in front in a classroom setting.
-The student teaching could be for a longer period and at different levels of teaching.
-Since I subbed for three years before getting my degree, I honestly feel that education majors should be made to sub in different schools at least five days.
-Get them out in different school situations earlier in college career.

FORM "B" (Teacher), Secondary, Individual Responses, Question #4, continued:

UNDETERMINED INSTITUTIONS

-Get student teaching or a similiar [sic] situation earlier in perhaps the Freshman or Sophomore Year.
-Earlier practice opportunities.
-Present teachers are much better trained and prepare[d] than they were 30-35 years ago.
-More methods courses and less generalities.
-Discipline, human relations, etc., needs to be more extensively covered.
-Instructional strategies in handling discipline problems.
-More realistic in lesson planning.
-Laws associated with teaching.
-One week or more each quarter in a classroom with a cooperating teacher each year.
-More academic classes--fewer education classes.
-Student teaching should begin earlier in curriculum to be repeated again later!!
-To get into classroom situation more as sophomores, write tests, grade papers for a real class to see what you can actually expect of these students.
-The opportunity for students to act as tutors and substitute teachers in the schools.
-More class laboratories--actual experience far outweighs textbook study when it comes to dealing with students.
-More time in classroom; more instruction in meeting individual needs of students.
-I would have liked to visit several different classes to get more ideas and see more situations.
-More time spent in actual classrooms with good supervision from co-operating teachers.
-More in-class room situations.
-Teach all candidates how to use the English language proficiently.
-Is some team teaching possible with a certified, qualified teacher possible, before doing student teaching by yourself?
-Need to have more training in handling discipline problems.
-Classes in how to deal with administrators and other teachers.
-Experiences in the classroom before or during methods classes. I think the methods classes would then be more meaningful.
-Less lecture--more actual participation.
-One two to three hour class on discipline and student psychology.
-As a clothing teacher--techniques (class in this). Homemaking Ed. is spread so thin.
-Classes in communication (interpersonal), classes in values, classes in devising curriculum, classes in humanistic education as well as classes in DISCIPLINE--more in-class work (other than student teaching).
-Some student teaching experience prior to professional courses, then student teaching after.
-Courses relating to student/teacher interaction specifically related to teaching field. Also resource and equipment courses.

FORM "B" (Teacher), Secondary, Individual Responses, Question #4, Undetermined Institutions, continued:

- -Use fellow teachers who are in secondary schools. Most college teachers are too far removed from the problems.
- -Have them put into a school situation.
- -Some Univ. are sending out student teachers for only one or two classes. This does not prepare the student teacher for the real teaching situation.
- -Update on changing morals and in-class discipline.
- -A program where prospective teachers spend more visiting and participating in a student teacher role.
- -Emphasis on lesson plans--how to create them--and practical, concrete examples--samples.
- -Classes in discipline (teachers need preparation here), classroom management (a big failing).
- -More actual teaching where discipline and motivational practices can be tried in a real setting--more learning theory and emotional growth classes involving adolescent culture.
- -Less theory more practical experience.
- -A few weeks observation at the beginning of course work--student teaching is too late to find out its not for you.
- -More actual classroom experience, and more discipline courses like teacher effectiveness training by Thomas Gordon and Glasser's Reality Therapy.
- -Should have some actual teaching experience early in Education. Earlier type of student teaching. A teacher could find out what type of area and school they'd like to teach in.
- -Find the real discipline problems and talk about them.
- -Have these professors teach in the schools. Bring them up to date--down to earth.
- -Workshops in games, in ideas for handling discipline, in using resource centers in the classroom, in individualizing assignments in preparing lesson plans and evaluating student work--on a junior high level as well as high school.
- -More on disciplinary and learning psychology.
- -BYU needs to put more emphasis on planning (current observation).
- -Interesting professors that have actual classroom experience and not just theories.
- -More curriculum instruction--specific more reading instruction.
- -Expose the student to some legal aspects of his actual contract--what it means--what his duties are, what he can and cannot do.
- -More classes dealing with specific subjects to be taught with more ideas as how to present these materials.
- -Have the college professor go out and work in a secondary or elementary situation to keep them in touch with reality.
- -I feel that more attention should be given to personality screening of teachers before they are certificated [sic].
- -How to discipline.
- -More student teaching experience.
- -Methods of motivating disinterested students, Evaluating and grading for report cards. Handiling [sic] the disruptive student.
- -Preparation of testing materials.
- -Doing instead of so much writing--seeing the work done successfully.

FORM "B" (Teacher), Secondary, Individual Responses, Question #4, Undetermined Institutions, continued:

-More practice teaching with trained teachers. Possibly an internship at part pay.
-It would be difficult to respond without careful pre-consideration.
-Ways to survive on a teacher's income. Assume that student teaching is for a full day, not just a few hours. Have some sociology classes required such as juvenile delinquency, The American Family, etc.
-More emphasis on discipline.
-Less theory--more practical application.
-To do more in methods classes--typing by Bartholeme at USU was best methods class!
-More time in a normal classroom setting, not necessarily teaching, but observing; add a course on "Parental Attitudes and Types"!
-Not up-tp-date on courses available.
-For secondary teachers there ought to be more preparation for teaching in a junior high. Every prospective teacher assumes they will be teaching high school but junior high is a real possibility and it will be better with more preparation.
-Split student teaching experience--Beg of junior year and end of senior and more human relations.
-Classes on interpersonal skills--applied human relationships, counseling discussion strategies, etc.
-Discipline--and class control.
-More training in the areas that I indicated were weak [Operating audio-visual equipment marked "0" for Preparation for Question #1].
-Concurent [sic] and/or Post Student Teaching interaction.
-Test preparation, discipline proceedures [sic], some type of internship, or on the job training.
-Full day of student teaching.
-Courses with a practical application to the classroom. Less theory, more practicum.
-Earlier exposure to school teaching. More practical methods. Less theory and more on the job training.
-Professors should have more firsthand classroom experience with younger students.

FORM "B" (Teacher), Elementary and Secondary, Individual Responses, Question #4:

Please share any suggestions you may have as to what ought to be added to teacher education programs to more adequately prepare teachers.

BRIGHAM YOUNG UNIVERSITY

-More in-the-classroom teaching experience--meeting situations head-on.
-Exposure to teaching as a career much earlier in college education sequence (i.e. freshman and sophomore instead of waiting till Jr. & Sr.).
-A first year (in college) teachers aid, going into my field of education.

OTHER INSTITUTIONS

-A survey of materials which fit orchestras at various levels.
-Classes on how to work with discipline problems.

UNDETERMINED INSTITUTIONS

-I feel most education classes are a waste--I doubt you could teach what schools/kids are really like these days.
-Provide some sort of intern or student teaching experience early in the educational process of learning to be a teacher.
-More background and experiences pertaining to many duties and responsibilities teachers face in the classroom.
-The U of U has a good program = observing, teaching, assistant and finally student teaching.
-More chance for instruction rather than just listening to professors.
-Spend more time teaching training.
-Preparation for student teaching. Both student and teacher should know exactly what is expected of each. New students are completely dependent on cooperative teacher they happen to get.
-How to establish better discipline in schools.
-More and more and more experience in the classroom. More on classroom management.
-More psychology classes.
-Evaluation of test results and using it to meet student needs, reading instruction interpretation of reading tests, diagnostic evaluations.
-Take students on buses to several schools. Stay the day, observe and talk with many fine teachers to find out how they have achieved success.
-Communication emphasis.
-Better instruction in teaching reading skills.
-People who plan to teach should be involved in the teaching situation while training--student teaching is not enough.
-More on handling discipline--the incorrigible, the hard core, the little future criminals.
-Student teaching experience earlier than senior year. Knowledge of first day--how to open the year--classroom management.

FORM "B" (Teacher), Elementary and Secondary, Individual Responses, Question #4, Undetermined Institutions, continued:

- Para-professional programs.
- I have noticed various kinds of discipline since teaching. The verbal abuse is damaging and can be irreparable to a youngster. I say we build educators self-images and only then can we transfer good self-image building to our students. Without it, a child does not achieve success.
- Intern teaching such as on the job training is the best training one can have.
- (1) Grading Philosophies. (2) "Work-up" seminars and preparing your own teaching materials. (3) Development of adequate Diagnostics and post-testing data.
- I feel a year of internship would be very valuable. Before teaching there really isn't much to relate to.
- More communication skills--Enjoyed Ed. Psych. Perhaps add another course to require.
- Class on Utah laws and regulations, teachers rights, etc. Negotiation infor. How school systems work.
- How to find a job.
- More time in classrooms.
- Forget theory courses--discuss ideas presented by actual teachers involved in actual teaching.
- Music, P.E.
- More classes on discipline with practical experience.
- Each subject area should be treated as a separate course with new and old programs presented pro and con., class on discipline techniques and developing your own, courses in current issues in education, several required reading teacher courses, some clinical classes in specific subject areas for specialties, more school contact courses.
- Classroom discipline.
- More courses on how to teach reading. More variety in science and social studies and art.
- More mini-teaching situations with "live" students.
- Much more actual contact with students in classes.
- More teaching in actual classrooms. In music more time on individual instruments.
- Better instruction on how to use Visual aid equipment.
- More classes on dealing with people and teaching you really how to teach.
- Have teachers go out by at least their sophomore year at least ten days a year as a substitute.
- The selection of excellent teachers for student teachers to train under.
- Every elementary teacher should have a better musical background and play the piano if possible.
- Revert back to two teaching placements for students. Student teaching should come earlier in students training.
- There are definite principles for good classroom management and disciplining that can be used by teachers of differing personalities. (Too many teachers never find them).
- Start student teaching at least in sophomore year.

FORM "B" (Teacher), Elementary and Secondary, Individual Responses, Question #4, Undetermined Institutions, continued:

- -One year internships under several teachers. More helps in counseling and discipline areas.
- -I think a teacher should have adequate files prepared in advance, such as supplementary materials, bulletin board materials, extra games and skills oriented materials.
- -In Utah learn how to speak and write English.
- -Working with parents who have definite problems of their own.
- -I feel a secondary school education student should first teach in a junior high, then a high school. There are many reasons for this.
- -First hand experience. Realities--discipline, motivation, overall classroom management.
- -More classroom experiences, i.e., longer student teaching, wider use of intern program with competant advisors. Require things like childrens literature or math classes to the 6th grade level of math so teachers are adequately prepared to teach.
- -More work on discipline. Teach teachers how to spell.
- -Dealing with REAL discipline problems that come up in the classroom.
- -Psychology classes on teenage years. Speech or Drama classes. Class on self-concept. I recommend W. Purkey's: "Self Concept and School Achievement."
- -More time spent observing and teaching in the classroom.
- -Using skills being learned at same time in regular class. Not so much discussions and more actual involvement in teaching--that [is] what it is all about.
- -Less general ed. classes and more experiences and classes in the major subject area. A good class in behavior modification.
- -More student teaching. Too much emphasis is put on being idealistic not realistic. Interviews with actual teachers would help--or let teachers come as guest speakers. Teacher materials used in classrooms. Discipline suggestions. Don't concentrate so much on special programs.
- -Student discipline and organizing one's time.
- -More methods and observation to working in the classroom.
- -I don't feel you can teach how to teach. They have or don't.
- -Bd of Ed meetings, PTA meetings, faculty meetings. Attendance should be required at least twice each.
- -Readings in the professional literature. Reading teacher. The writings of teachers who teach. Practical rather than philosophy courses.
- -A lot of practice and more experience required in student teaching.
- -More actual experience in the classroom.
- -Constructing unit plans. Knowledge of resources available.
- -One to two years student teaching. One quarter the student teaches math and P.E. If he teaches mornings he then has university class time, with help, in preparing lessons or activities. Next quarter it might be another subject.
- -Prospective teachers need to be involved in actual classroom work early and constantly throughout their ed. programs.
- -I would stress to any beginning teachers the importance of love of kids, love for seeing each child realize his potential. Nothing can replace the satisfaction that comes when a slow reader becomes a good reader.

FORM "B" (Teacher), Elementary, Individual Responses, Question #5:

Please list any courses, requirements, or aspects of your pre-service preparation which you would recommend eliminating.

BRIGHAM YOUNG UNIVERSITY

- None. [5 responses]
- Most of the theory classes were redundant and of little worth compared to methods classes and something similar to (Dale Carnegie courses).
- Philosophy of Ed.
- Health for Teachers, Educational Psychology, Philosophy of Education.
- Student teaching.
- Philosophy, Psychology.
- Eliminate some of the so-called "group" fillers--chemistry, geography, etc. Combine them and start the education classes sooner.
- I would eliminate the theory and psychology classes.
- The one on elementary math. Also, the junior English proficiency exam--I couldn't see the need for it. I think new teachers learn more from older teachers on the job, than they do from student teaching. In favor of intern program.
- Math 306, Geol 101 & 102, Bio Ag 351, Ed 210.
- Classes depend so much on who teaches it as to its worth. That what may be a waste may not have been from another educator.
- Most education classes not of teachable subject matter were a waste of time--"Ethics". Classes giving the development of children in preschool years were also of no value--especially repeated in different courses.
- Almost all of the education classes. I want experience not warmed over hash.
- I feel everything was helpful.
- I would eliminate many teachers who didn't adequately teach the content of the course for which I was registered. They wasted my time and money.
- Most of my education classes I felt failed to teach me what I really needed to know for the grade level, etc., I would be working with.
- Preparation of extensive lesson plans during student teaching experience. This does not aid individualization of learning materials to the individual learner.
- Values, Professional Teacher--this class could be taught in one class period.
- The general health course would be more beneficial as a first aid course.
- Don't eliminate any of them.
- Educational philosophy.
- General Psychology class--This needs to be revised to meet the needs of younger children.
- I have never used nor found "children's literature" valuable to the actual teaching the child to appreciate literature.
- Education philosophy for a whole quarter or semester. History of education.
- ? [sic].

FORM "B" (Teacher), Elementary, Individual Responses, Question #5, Brigham Young University, continued:

- -Many of the basic education requirements such as Basic Chemistry, geography, physics, etc., were little better than what I had already taken in high school.
- -State, School, the Teacher. Educational Psychology.
- -Some of the psychology classes--and classes that have nothing to do with classes you would teach.
- -Philosophy.
- -Workshop before each student teaching experience. Class--Teacher, School, State. Values class.
- -Courses should apply more specifically to classroom teaching.
- -Not any really. They all did come in handy.
- -Courses for general requirements were rigidly outlined--more opportunity for choice of those courses should be allowed. Teaching methods courses should be taken before student teaching!!!!
- -Not one of my education courses prepared me to teach.
- -Pre-school child development.
- -More how and less theory.
- -The State, the School and the teacher (T.Ed. 310).
- -I can't think of any at this moment, but I'm sure there are some class[es] we could do without.
- -Screening out classroom teachers who do not desire a student teacher or eliminating student teachers from classes where teachers are unable to handle discipline well.
- -All classes taught by instructors who haven't been in a classroom at least every ten years.
- -World Geography as it was taught at BYU. It is required for El. Ed majors, but teaches no how, why of study of geography. Just takes you on a speedy trip around the world.
- -Philosophies ie. like idealism, etc. General Elem. Music and Art: more specialized.
- -School law, statistics.
- -School law, statistics.
- -At the present time I cannot think of any classes that I would eliminate.
- -The class on "values".
- -School, State, and the Teacher.
- -There are some but that was eight to ten years ago. As to what I don't remember.
- -It has been so long ago I don't remember.
- -Classes that have no bearing on teaching in grade levels.

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- -None. [3 responses]
- -History and Philosophy of Education was a complete waste to me.
- -I would like to eliminate having to have a minor(s) subject of which uses a lot of time and effort.
- -Method courses conducted in college classrooms (social studies, language arts, etc.).
- -Students should be allowed more credit for interning and student teaching.

FORM "B" (Teacher), Elementary, Individual Responses, Question #5, Southern Utah State College, continued:

-Chemistry, physics.
-Too many theory classes.
-Mickey Mouse classes such as Teaching Math in the Elementary Schools, Teaching Reading in . . .--need I go on?
-Some education classes would be more practical if applied at the time with pupils rather than theory.
-Gen. Ed. courses (elimination of some instructors might be a better idea).
-I had a curriculum class that did not seem to be related to teaching.

UNIVERSITY OF UTAH

-None.
-History of Education. Not many--All were beneficial--and added to . . . [sic].
-I am not sure. Avoid overemphasis on philosophical and theoretical if at the expense of the practical. Secondary was heavy subject matter oriented to fill requirements for major and B.A. Education classes need to make subject matter vital in meaningful tea/pupil involvement (in improvement of college student as a teacher) (Methods).
-The one week away from (out of city) home just observing--too long--could be one day and as beneficial.
-Methods.
-Courses not giving ideas or practical suggestions.
-I felt my education was good, generally speaking.
-Many of the background classes could be eliminated or combined.
-There are far too many duplicate education classes and not enough hands-on classes.
-Reduce the number of theory classes and increase those of a practical nature. More in-classroom observing before student teaching. More short-term experiences.
-Making useless files for lang. arts. health.
-I would eliminate the 15 credit hours required in Speech-Communication. Those classes were a total waste of time.
-World War II History.
-Most education classes were too much lecture and not enough showing and practicing. Too much theory not enough "doing."
-Educational statistics. (It may have been the teacher that should have been eliminated.)
-It has been such a long time ago that I don't believe I could give a fair answer.
-Courses which do not pertain directly to the position which the teacher holds.
-The courses are necessary, but professors are often the cause for them being unprofitable.
-I worked hard on files of materials that I rarely if ever use.

UTAH STATE UNIVERSITY

-Some of the philosophy if you need to make a choice, but some of that is important.

FORM "B" (Teacher), Elementary, Individual Responses, Question #5, Utah State University, continued:

- -None. [9 responses]
- -Philosophy.
- -Pyschology.
- -Philosophy.
- -I had too many "theory" classes. You need actual classroom exposure. Then help in dealing with what needs to be done.
- -Any excessive "busy-work" requirements which are not all that meaningful.
- -Duplicate education classes that have not much meaning for time spent.
- -Need courses of involvement in and with teaching!
- -Any subject method course that does not teach you how to relate that subject to children. Some of the courses I took taught me more of the subject but I still couldn't relate it to children.
- -Learning one "program" in a curriculum area, instead of an overview that would help one wherever one went.
- -None, but would add a better reading program.
- -History of Ed.
- -Too many method classes--not enough actual experiences.
- -I would eliminate the GE test required before enrolling in the Masters Program.
- -Physical Science courses. Biological Science.
- -Many methods classes were poor in that they didn't demonstrate enough creative ways to accomplish an instructional objective. Learning ways to accomplish something is of great importance.
- -Some of the basic requirements don't seem to be anything I use in teaching Elementary school.
- -Not eliminating, but improving supervisors conferences with the student teachers that they are responsibile for.
- -The Ed. Psych class I took was a complete waste of time. All Fundamentals of Education.
- -Many classes in "theory" haven't been obviously useful to me. Their value in the long run may be okay.
- -Psychology. General education course.
- -I felt that all my methods classes were very necessary, but sometimes the content was unrealistic and hard to relate to, as I hadn't been in any classrooms since my own school days.
- -Basic Principles of Elementary Ed. Origin and Admin. of Ed.
- -Most courses I took broadened my scope of teaching. I don't feel they were wasted or should be eliminated.
- -Many education classes in theory are boring and of no use. Substitute real experiences for all the discussions.
- -Dr. Stone had a program at USU which I feel did not benefit me at all.
- -Require more classes in subject matter and less in methods.
- -Educational Theory and History. Courses dealing with philosophy.
- -Political science.
- -None. Just add more practical work.
- -Any class where you sit in a class and talk about what it will be like to teach.
- -The entire course has been changed since I graduated.
- -Physical Diagnosis (PE 191). Corrective PE. Pract. PE (180b).

FORM "B" (Teacher), Elementary, Individual Responses, Question #5, Utah State University, continued:

-Too many theory classes in psychology. Have students work with children.
-Combine theory class and promote curriculum and child development procedures.
-That multitude of big names theory classes that had nothing to do with practical teaching and have been forgotten for years.
-History of teaching. I don't know what it is called now. Different peoples ideas that don't help you. Theory which really doesn't work in class.
-History of Ed. Most methods classes that are theory. Psyc. classes are better--continue these.
-Many things have changed since 1938. My training was the best available at that time. Since then I have taken many courses that have made my job easier and more effective.
-General PE courses.
-I feel that methods classes are more meaningful after having worked with students. Before that you don't realize what you should be looking for.
-Some of the non-"pragmatic" psychology courses--unless certifying for special Ed. or such.
-Most courses on how to teach.
-So many general education classes could be eliminated and more time spent in classroom would be nice!
-Too many subject matter classes and not enough "how to" classes.
-I can't think of any I would eliminate. There are some I would add. One would be in learning and operating new equipment.
-I had too many educational theory classes.
-I still believe an over-all requirement of subjects in specific areas is necessary--not just limited to your major and minor.

WEBER STATE COLLEGE

-The Wilkits.
-History of Education.
-I benefited from all aspects of my training.

OTHER INSTITUTIONS

-History of education, Utah Constitution.
-Eliminate professors who were failures in the elementary school and just love to hear themselves talk.
-Almost all.
-Some method courses.
-None. [4 responses]
-Standardized testing.
-Public health.
-I'm not familiar enough with present courses to evaluate.
-Classes in School Administration. Test and Measurement class which was strictly statistics.

FORM "B" (Teacher), Elementary, Individual Responses, Question #5, continued:

UNDETERMINED INSTITUTIONS

-None. [7 responses]
-Philosophy. [2 responses]
-I think the emphasis on knowing how to develop an entire curriculum in every subject could be eliminated because that isn't what I do. I use the programs provided by the district.
-The Educational Statistics courses--totally irrelevant to Music. Education's History was not useful at all.
-At BYU, T.A. was too long of an experience. Ed. 200--Introduction to Teaching was too vague--not enough real exposure to teaching.
-Child. Lit. (Ed. 340), Math 305, 306, Ed. 200, Art 326.
-Ed. 101 theory.
-Educational Psychology and Statistics.
-Development psych courses: my experience shows "ivory tower" conceptualization clouds the issue of how best to relate to individual humans (students) than it is helpful. Realism restored to such curriculum would also solve this.
-Math for Elementary Teachers; Child Literature, history.
-Beginning educational classes.
-Fewer general ed and more specialized courses. Less on social relations and more on curriculum.
-Eliminate none. Add more psychology and sociology courses.
-Any one class which expects a person to be a specialist before he enters the class.
-Theory classes or at least add more practical hands on experiences.
-It seems that I have forgotten the "bad" classes.
-Too much emphasis on psychology of learning and not enough on practical application.
-Unless you're going into administration, I would certainly eliminate those types of classes.
-Overstress on lesson plans.
-Theory education classes.
-None. Just up-grade them.
-Group piano and group voice.
-Math for Elementary Teachers--which is taught by professors who have no experience with elementary age students. That class should still be required but the instructors should work at that level.
-Psychology 366--very poor busywork class.
-None. General Education classes are a real benefit to broaden your scope of curriculum.
-Botany. Physics at least change them to course you can adapt to an elementary setting.
-Most of the courses had good content, but application of principles wasn't stressed enough in some.
-I would like to add: I feel thatforeign languages should be part of the elementary curriculum. I feel this should be a requirement.
-Combine more educational theory type courses into one (educational laws, history, etc.) so more application-type courses can be taken.
-Less textbook drama. More actual experiences with students!

FORM "B" (Teacher), Elementary, Individual Responses, Question #5, Undetermined Institutions, continued:

-Teacher education classes being taught by someone who has never been in front of a seoncdary music group.
-Most were of no use. The instructors had never taught the lower levels of education.
-Modern Math course. Educational values. State Law. Philosophy and theory are not the way it is!
-Ed. 501: Foundations of Elementary School (School and Society).
-I don't feel I would eliminate any of them. As a teacher you need as many classes as you can get, they all have value. Especially in the elementary school.
-Ed. 200.
-Can't remember.
-Although some background of education itself is necessary, there was still too much emphasis on it. Too much reading on what others had to say to the History of it rather than practical experience.
-Classes on theory and philosophy of education or recreation were a waste of time.
-Writing units to cover an entire year.
-Pure psychology theory without application.
-Too long ago, can't recall.
-I can't think of any.
-None. I feel they have definitely improved the program since I graduated in 1955.
-All theory classes.
-Classes in which students do the teaching in the course. I prefer hearing experts.
-We learn to do things by actually doing them. Some classes in theory could be eliminated.
-Eliminate busy work--assignments that can't be later used in teaching but serve only to please the instructor for a better grade.
-Speech problems--most systems have specialists.
-It has been a long time.
-Music for Elementary Teachers.
-History courses.
-Ed. philosophies and ed. trends. They vary so with each area, the courses outdate themselves.
-Eliminate the philosophy and give me more methods, classroom management, pupil evaluation.
-Theory.
-Bring each course up to date and make it relevant, if it can't be done, eliminate it. Practice what is preached!
-I can't remember class names now but often there is a lot of busy work in each when possibly they could work on a good files, bulletin boards, reading etc. files.
-Most of it.
-Most aspects to courses were good, some individual instructors were very poor teachers.
-None. They are all valuable in rounding out a person so they can meet the demands of teaching and working. Maybe more one to one relationship, sharing ideas and helping with and experience with people.

FORM "B" (Teacher), Elementary, Individual Responses, Question #5, Undetermined Institutions, continued:

-Too many different reading programs. Testing--CAT tests, etc. (I feel these are inadequate and too much teacher valuable time wasted for statistics).
-Teachers should be taught in realistic terms with more practical classes--not in depth classes in music of PE skills you may not have time or equipment or confidence to teach.
-Music. I spent 2 semesters doing work I could have passed in one hour if I could have had a proficiency exam offered. Some PE classes unnecessary. Would like A.V. classes before student teaching experience, not after.
-Theory classes which involve tremendous amounts of reading and regurgitating philosophies and theories in the form of written reports, called term papers but often required weekly.
-Ed. 501 Foundation of School Curriculum (School and Society).
-At this time the experience here is too long. Previously two experiences on two grade levels were required and for a shorter period of time. Far better than the twelve weeks now which reaches climax two or three weeks early and then DRAGS.

FORM "B" (Teacher), Secondary, Individual Responses, Question #5:

Please list any courses, requirements, or aspects of your preservice preparation which you would recommend eliminating.

BRIGHAM YOUNG UNIVERSITY

- A lot of the high-flown theories and Ed. pedagogy. Make it practical. There is very little relationship between Ed. classes in theory and what actually goes on in the classroom.
- All the theory classes--waste of time.
- One three-day observation.
- Some of the theory classes, include more things with practical experiences.
- State law, educational psychology.
- None. The major problem here is that students fail to recognize their needs because they are not acquainted with teaching situations.
- Philosophy--Some of the prerequisites such as precalculus, etc.
- 90% of the education department classes.
- Public school health requirement should be waived for teachers in biology, health and PE. Too much repetition.
- School law unless it could be presented differently and school Psychology (same as above). Cut out some of the games in education. Our students now expect to be entertained in the classroom!
- Psychology--my methods class was of no value, philosophy of education.
- Almost all class work. The teacher in the classroom is the only valid input.
- Motor learning.
- Analysis of student teaching--because we didn't analyze. Child psychology--class was worthless.
- All except student teaching, because most college professors haven't been in a high school or junior high situations for too long a period.
- They were all helpful.
- Many Ed courses are nothing but common sense and teach little that practical experience would take care of better--the courses become repetitious.
- Vocal Repertory. Group Instruments for choral teachers. More time should have been spent of directing a junior high/high school chorus not a college one.
- All save the 377 courses, the courses dealing with legal responsibilities, and student teaching.
- Some theory classes should be taught after student teaching rather than before.
- It's been so long ago, but I would eliminate over half the ed. classes and require more in your major. Maybe one good class in human relationships and the rest in your major.
- English III Reserch papers and themes. Poetrey, History--Bacteriology, Chemistery, (I would like things more related to my field)--[sic].
- At times we lean on outside people to strengthen our instate programs; however, I feel our people locally are often stronger but not heard.

FORM "B" (Teacher), Secondary, Individual Responses, Question #5, Brigham Young University, continued:

-Music Ed. Too much counter-point and theory.
-Any theory class where the professor has not been in the public schools in the past five years.
-Academic history of education.
-I would eliminate the use of complicated lesson plans.
-I would recommend eliminating general courses in educational philosophy and infuse philosophy in specific examples of teaching. In other words, "The reason we teach this way is because:"
-Change PE major classes to teaching methods and class organization. Need to understand administration of teaching.
-I feel that some of the dance class requirements should be dropped from a sports emphasis PE majors program. Some of the general ed requirements or at least changed to relate to major field.
-Psychology of learning--value education.
-Educational Philosophy classes meant very little to me at the time because of my own unexperience. I don't think they are basic enough for student teachers. I would enjoy them now because of my experiences but I don't think they were beneficial at all while I was a student.
-I did not have any that I could honestly recommend as being valuable.
-Most of the education courses are just worthless.
-I feel my courses on child growth and development were not beneficial. The audio-visual aids class was great for a elementary teacher, but not a high school math teacher.
-Most of the education classes designed to "create" a teacher.
-Too much time is spent in General Education classes.
-Several ed classes. Need more practical--Psychology. Behavior mod. etc.
-I do not think I would want to eliminate courses such as Educational Psychology, Child Growth and Development, Educational Philosophy, etc., but make them more relevant.
-Educational philosophy.
-The courses that dealt with statistics--they have helped very little.
-Many psychology classes. I found an over-abundance of college teachers who would not be able to adjust to normal life in an off-campus world.
-Some methods classes which were taught by un-imaginative, stereotyped teachers (probably have been [eliminated] by now).
-It has been a long time--but I still see little value in many of the philosophy or theory of education classes I had to experience.
-Theory classes.
-This is relative to individuals. Some training helps some more than others.
-All the philosophical gobbledygook--that is for professors--not classroom teachers.
-Many education requirements are not necessary. The ideal teaching situation is taught rather than how it is in reality. For example: Lesson plans are great, but who has time to prepare them when you have six classes per day with four preparations?
-There were some, but it has been too long to remember which ones.

FORM "B" (Teacher), Secondary, Individual Responses, Question #5, Brigham Young University, continued:

-The professor or the useless assignments was the problem that ruined the subject matter. About half the professors were in this category.
-I don't remember any courses which should be eliminated. It is simply that, no matter what the title of the course, they all were the same.

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-Some methods classes were a waste of time.
-History of education.
-Organization and Administration of Education or History and Philosophy.
-No one thing or class. However the theory area could be emphasized less with more energy directed toward real life situations.
-Philosophies of education.
-I think that most of them could be eliminated. A much greater amount of time spent in observation. Student teaching is important.
-History of education.
-A lot of the ed classes. I didn't learn any thing in [sic].

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-Most all of the educational classes were of little value--but maybe they've changed since then.
-Library science courses, health ed courses, psychology (theoretical and statistical).
-Many education classes simply repeated each other. The same was true of some of the educational psychology classes.
-Most courses which deal with the history of education could be replaced by classes which help a student learn how to work with youngsters in a classroom. (1) Discipline, (2) motivation, (3) teacher-student relations, (4) slow students.
-Many education courses.
-History of education, statistics.
-None.
-None. Just make the education class something more than "busy work" classes through dynamic teaching and stimulating subject matter.
-History and philosophy of education.
-Most of my English classes. In reference to what you teach, the classes taught me nothing I could use for junior high school English class.
-When going to school I felt some of the classes I took my first two years could be eliminated, but now I realize the importance of them for a well rounded education.
-I don't remember the titles, but the general formula would be to lump most of the educational--psychology theory classes into one. Keep a good philosophy class and concentrate on methods and practice.
-History of education.
-General education classes.

FORM "B" (Teacher), Secondary, Individual Responses, Question #5, University of Utah, continued:

- There should [be] a better balance between academic courses in the major area and educational and methods courses. The scale swings too far towards the academic area now.
- All but O.J.T. classes.
- Most education classes had little to do with the real world of the classroom.
- School finance is helpful but what was actually taught isn't. Some of the ed. upper division courses are useless.
- It has been 15 years since I graduated. The courses that were of value to me have long since disappeared from mind.
- Most of them.
- Too long ago.

UTAH STATE UNIVERSITY

- None. [3 responses]
- Too long ago. [2 responses]
- Education courses.
- Nothing, maybe more of each.
- I recommend that teacher preparation prof be required to teach in public schools every three years.
- I can't think of any off hand, but a more practical application of some would be better.
- Psychology--I feel it didn't help me.
- History of education.
- History of education; what a waste the way it was taught.
- As I recall, most educational classes.
- Principles of education (too general and not life-like).
- History of ed. Philosophy of ed.
- As I recall, there are some educational class required, I feel did little to help me be a teacher. You learn on the job.
- Some education classes. (History of Ed and other classes such as this).
- Psychology (general) and the State Ed System.
- I wouldn't recommend eliminating any; I have found them all useful.
- In this day of specialization we are still required to take courses which to my notion are not related closely enough to some particular specialization and are worthless in this light.
- Education classes dealing with philosophy of education. Some psychology classes. Put the high points of these classes into one good class.
- Some of the math, part of the education classes, part of the social science classes.
- I enjoyed my college classes, was happy for a broad education and felt my specific training in my field was valuable.
- It seems a bit heavy in "theory" and light in "practice" to me.
- Many of the education classes teach theory which isn't helpful.
- Courses, etc., was not the problem, but important thing is having instructors which are dedicated, insteresting, and capable of instilling like characters in potential teachers.

FORM "B" (Teacher), Secondary, Individual Responses, Question #5, Utah State University, continued:

- -Nearly all of my education classes (outdated). Learning the history of education hasn't been much help in my classes.
- -Most of the so-called education classes.
- -Educational History, a lot of the Psysic classes.
- -The Educational Psychology class I had was worthless. Unfortunately, this was a result of the professor's inadequacies.
- -Ed. Psy.
- -Music History!
- -At Utah State University, Educational Psychology is a joke, and everyone knows it!
- -Prof. Speaking.
- -Ed. Psychology--maybe it is better now, but at the time I didn't learn a thing.
- -Too many to list.
- -Education classes which stress theory, etc.
- -Too many education classes. Let the industrial education department handle their own students.
- -Most education classes and more contact with students.
- -Philosophy--Appreciation of music, art--basic classes--this will be sought out if more teaching is required.
- -The order should be changed. Classes where you learn about A.V., discipline, and actual teaching should be before classes about tenure, professionalism, etc.
- -Class from professor that have never worked with children. All of the classes need to be practical. Something you can use everyday.
- -Some of the so called "Education classes" or change them so they do some good.
- -Most of it because it never really gets down to "How to do it" and that is what students want to know. College professors should be required to return to classroom (fulltime) every one out of four years.
- -General knowledge classes should be required, but very sparing through their entire four years. General education classes (in the education department) were and continue to be a waste of time for all students, but could be improved to give specific help on items on page one.
- -All classes that teach ideal situations.
- -General education and philosophy courses.
- -I feel that the classes taught should be someone with experience in that field. Someone who has taught in a secondary school.
- -Some psychology courses never seemed to be relevant.
- -The current educational psychology class at USU.
- -Teaching English as a Profession--English Department class.
- -Theory and idealistic philosophies.
- -Educational psychology. Poor methods classes.
- -Duplicate educational classes also psychology.
- -Many psychology and education courses covered material that has since proven to be of no value in the classroom teaching situation.

FORM "B" (Teacher), Secondary, Individual Responses, Question #5, continued:

WEBER STATE COLLEGE

-History of Education. Recertification after first five years of teaching.
-As far as I am concerned 90% of the Ed. classes are a waste! Nothing is better than good practical experience.
-More experience as teacher aides, etc., not so much work in a college class, but out in public schools more.
-I would recommend modification not elimination. Modification such as are listed above [Wilkits should be accompanied by regular classes on a weekly basis]. Weekly classes with help and encouragement.
-I feel that the individualized (packet form) classes should be changed because they aren't directed towards the activity band areas and were of no use to me in the music field.
-Almost all except secondary methods.

OTHER INSTITUTIONS

-Foundations or philosophy courses should be, at best, optional.
-None.
-Too many education courses.
-Many of the education courses I took dealt in theory. I would rather have had them presented in more of a practical way.
-Some of the psychology classes.
-Some of the education courses such as philosophy of education.
-History of Education--no benefit at all.

UNDETERMINED INSTITUTIONS

-None. [5 responses]
-Too long ago.
-Philosophy.
-Courses that deal with elementary students, if you are working on a secondary level.
-All were important.
-See no value in ed. psych. or school history (teaching).
-Education classes--except for student teaching.
-I really enjoyed history of Utah Ed., but I have never used it. Methods and theory should be concurrent with student teaching.
-A whole new approach to education classes--get the student (new teacher to be) into the classroom more.
-Ed. Psych courses.
-History of education, statistics and similar education classes seemed a waste of time.
-Eliminate everything that is not practical, teachable, useful.
-Many of the so-called "education" courses seemed a waste of time.
-Most college classroom courses on methods, etc., are useless--the situation is never the ideal one we were taught to deal with.
-Test and Measurements.
-Half of the dry, dull, non-relating education classes.

FORM "B" (Teacher), Secondary, Individual Responses, Question #5, Undetermined Institutions, continued:

- -Health class in education, teaching structure of state education system, theoretical courses (some is necessary).
- -I've found that most "education" courses are a joke--too idealistic and impractical--student teaching is the only valid course to teach education processes.
- -Theory classes.
- -Some of the education classes could have been more helpful.
- -Education classes outside the P.E. education. I felt they were irrelevant.
- -Limit philosophy type classes.
- -"Busy" courses which fail to relate to actual experience, also, beaureacratic meddling which stymies creative innovation.
- -Perhaps not--but they did not prepare me for teaching--they could be more significant and more reality oriented.
- -Educational theory not related to learning theory. Curriculum theory which does not require teacher to design and implement curriculum.
- -Public school health.
- -Less theory and more practical experience.
- -Don't eliminate any--change them! Make them as practical as possible.
- -History of education--what is the relevancy.
- -A couple of theory classes.
- -Many of my education classes were meaningless because they dealt with things I couldn't identify with until after student teaching experience.
- -Decrease time on AV training.
- -I cannot answer this question and do it objectively or honestly.
- -History of education.
- -Eliminate classes that do not deal directly with what you will be doing or expected to do in the classroom. Give some real insight to some of the unpleasant duties--negative situations then have the students make the decision as to how he would best handle the situation.
- -Some of the education classes that always discuss the typical classroom or the ultimate--I haven't found one yet.
- -"Basic concepts of teaching" as a class of mostly instruction. It would be better as an actual activity class in teaching.
- -Recertification requirements need either serious attention or elimination. Filling hours in unrelated and sometimes foolish subjects has nothing to do with teacher preparation.
- -Many education classes were worthless.
- -Most theory education courses not dealing in the prospective teacher's subject. Retain practical ones, audio-visual instruction, etc.
- -School finance.
- -History of education.
- -Too many education theory classes.
- -Many of the education classes. Methods class as taught at U of U. Eliminate the present system of re-certification as completely worthless.

FORM "B" (Teacher), Secondary, Individual Responses, Question #5, Undetermined Institutions, continued:

-Foreign language literature classes did very little for me in preparing me to teach junior high Spanish.
-The introductory education courses.
-I would not recommend eliminating any courses. I would recommend taking a careful look at the courses required for certification (Ed. 301, Ed Psych, etc.).
-Any theory class--99% of the time these have nothing to do with the nitty-gritty of teaching. One thinks on one's feet!
-Finance course--so much of the theory[.] do more practical like they do it at the Tech schools.
-For the good the classes did me, I would eliminate all of them in their present configuration. Some classes such as Ed. Psych., etc., could be very useful if there was a direct application made in the classroom.
-Too much time spent on the whole spectrum of educational psychology--not enough "how to" handle specific types of problems often encountered.
-School health, Public Administration School of Utah.
-If all of the courses had been taught well, they would all have been beneficial.
-General education classes which are far too general and have little practical application.
-One-half [of] the education classes, especially those dealing with historical approaches.
-Philosophy of education.
-School health program and school administration could be replaced with more important classes dealing with discipline and relating to students.

FORM "B" (Teacher), Elementary and Secondary, Individual Responses, Question #5:

Please list any courses, requirements, or aspects of your pre-service preparation which you would recommend eliminating.

BRIGHAM YOUNG UNIVERSITY

- ISTEP.
- Some of the theory-oriented studies which don't apply to my major field of teaching--music.

OTHER INSTITUTIONS

- Less theory in behavior and more direct practice in dealing with personality and behavior problems. Eliminate audio-visual equipment operation, and study of adequate physical plants.

UNDETERMINED INSTITUTIONS

- Courses relating to school organization. I have forgotten titles, but I remember much of it being a waste of time.
- I would recommend eliminating most of the theory classes. A teacher needs experience in a classroom situation. Theory doesn't help a teacher teach children--association does.
- Some education classes were irrevelant [sic] and time consuming.
- Some were pretty boring but I can't think of any to cut out--just onest to add.
- People telling you how. Show me how.
- Education classes dealing with administration (beginning ed'l classes).
- As they stand, the only valuable education classes I had were methods and student teaching. The rest didn't prepare me to teach.
- The teacher and the State. Writing objectives, etc.
- Those classes dealing with only theory. I had many classes which were a waste as the professor was not involved or class did not truly pertain to education.
- Some class I had on curriculum--every school is different and it only takes a few days to figure out what children are learning.
- Most of them were meaningless in the real world.
- Intro. to Ed. Psych. Material and the time spent in the class have been of no value to me in six years of teaching.
- Education classes (1) speech, (2) math, (3) psychology, (4) sociology.
- Foundations I, II, III and replace with more curriculum classes--require things like childrens literature or math classes to the sixth grade level of math so teachers are adequately prepared to teach.
- Experience, not just theory.
- Ethna Reid's program. She is anti-innovative and sterile. I would no more use her reading techniques than shoot my students!!!
- None, because I was fortunate enough to go to an excellent university (University of Illinois).

FORM "B" (Teacher), Elementary and Secondary, Individual Responses, Question #5, Undetermined Institutions, continued:

-Most theory classes.
-History of Education.
-Many of the classes involved a lot of "busy work".
-Thirteen years ago I could have been specific and mentioned many.
-I graduated from the U of U in 1961. Many of the classes I took are not offered now.
-Advanced Music Theory, most of the education classes.
-All university classes that describe how teaching "ought" to be--All Ed. Psych classes; 99% of all "education" classes.
-I feel too much emphasis was put on the humanistic needs of students.
-Educational Administration--teachers have no say in anything anyway.
-The general ed requirements in physics, chemistry, and physical sciences unless one's specially involved. Spent too much or disproportionate amount of time involved in these areas.
-All theory courses--more doing doing doing. Practical classes!
-Restructure The State and the Teacher--didn't feel like I obtained much from it.
-Some of those educational phys. classes.
-I really can't recall any particular class.
-Some theory--school law, etc.
-It would be better to stay away from so much theory and get down to the nitty gritty of classroom management.
-I just think the whole process needs revamping.
-Perhaps quantity of educational methods.
-Courses titles are great, up grade content. Never allow college TA's to teach basic courses, only experienced teachers.
-Curriculum has already changed a great deal since my initial experience. I cannot satisfactorily answer this.
-Basic math--did me absolutely no good.
-I cannot remember.
-Student teaching as done at the U of U.
-Education classes.
-Many did not seem important at the time but now I wish I had had more in some areas.
-I wouldn't eliminate the courses, but the teachers and their methods left a great deal to be desired!
-The art and music requirements were relatively meaningless. Of more benefit would be a how to do it approach.

FORM "B" (Teacher), Elementary, Individual Responses, Question #6:

Please give an overall assessment of your particular pre-service training program. (Please circle "poor", "adequate", or "excellent".)

Response category of "poor":

BRIGHAM YOUNG UNIVERSITY

-I was placed (1950) in a classroom where the teacher had had more student teachers than she desired so she took it out on me. Second experience--not so good as teacher did not know how to help me. In 25 years, I've helped 27 student teachers.
-Get students into the teaching setting. Why have teachers aids when future teachers need that experience. Start them in the classroom their second semester. DON'T WAIT! Then keep them there.
-I knew almost nothing about teaching when I got to the classroom.
-Of course this was over 20 years ago.

SOUTHERN UTAH STATE COLLEGE

-I wouldn't point a finger at an institution. It's just the system in general.
-The teaching experience is completely different than the peaches and cherries image the colleges project.

UNIVERSITY OF UTAH

-Too much busy work making files and not enough practice. My files aren't as useful as if I had been in a classroom testing my ideas as I did them. The files would have been okay if there had been a testing ground for them.
-My education was in two phases: (1) I received my B.S. in geography--my education there would have to rate excellent. (2) My teacher training was received through the graduate school; no comment.

UTAH STATE UNIVERSITY

-I really didn't know what to expect when I actually had a class of my own. I did student teaching in the spring and what a difference it was in the fall--especially in first grade.
-My first block was very poor. The second block more meaningful and helpful as I was allowed to use and express my own ideas. The first I was cut down in the middle of an error and not allowed to get myself out of a bad situation.
-I learned most things from other teachers on discipline, art preparation, etc.
-My first year teaching was my best training. It took the whole year to become really prepared for teaching. College did not offer a true readiness training.
-As I observe and work with teacher trainees I am sure they are receiving a much better background for teaching than I did.

FORM "B" (Teacher), Elementary, Individual Responses, Question #6, Response Category of "Poor", Utah State University, continued:

-Most of my teacher training classes were taken by extension of summer school. I began teaching after two years of college. My daughter is graduating from Utah State University in Elementary Education, and her teacher training has been outstanding.
-My training came before implementation of the new Sodia Program. Much improvement has been made in teacher education programs.
-I really am not qualified to answer because I didn't get the best training in Elementary. I had to teach myself. My Home Ec. training from USU--way back in the 1940's was superb.
-It was done in 1942.

WEBER STATE COLLEGE

OTHER INSTITUTIONS

UNDETERMINED INSTITUTIONS

-My training was several years ago, but I hear beginning teachers voicing the same complaints: "Why don't they tell it like it is?" Observation of someone else teaching, writing critiques and term papers by the ton does nothing but exhaust the student. Actually doing the job is what brings proficiency.
-It was a very broad overview that was hard to actually use in the school situation.
-It was years ago--1940.
-I felt there were too many junk classes which added nothing to my preparation.
-It's been such a long time since my student teaching, but my overall opinion was that much was lacking.
-Much more actual working with students and excellent classroom teachers would have been most helpful.
-Too many courses which did not apply to the classroom.

FORM "B" (Teacher), Elementary, Summary of Responses, Question #6, Response Category of "Adequate":

Type of Response	BYU	SUSC	UU	USU	WSC	Other	Undtr	Total
Number of Questionnaires	51	8	17	48	4	13	62	203
Number with no response	22	8	12	19	2	10	36	89
Observation and association	3	0	0	0	0	0	0	3
Profs. return to classroom	2	0	1	1	0	0	1	5
For that time period	6	0	1	3	0	1	1	12
More experience needed	4	0	2	8	1	0	5	20
Education better now	2	0	0	4	0	0	2	8
Methods classes	1	0	0	1	1	0	1	4
More relevant & practical	3	0	1	0	0	0	3	7
Discipline training	1	0	0	1	0	0	1	3
Other categories	7	0	0	10	0	2	12	31

Number of Responses

FORM "B" (Teacher), Elementary, Individual Responses, Question #6:

Please give an overall assessment of your particular pre-service training program. (Please circle "poor", "adequate", or "excellent".)

Response Category of "Adequate":

BRIGHAM YOUNG UNIVERSITY

- There have been more innovations added to the field of education.
- Education has changed over the years. What was good then does not necessarily meet todays standards.
- I'm really not sure but I feel that I've grown more and developed more as a teacher through association with other educators and through summer workshops.
- Need to relate "book information" to real life!
- We needed more opportunities to observe excellence in teaching, not simply to stroll through a school and look hither and yon and actually see nothing, but to spend time watching several master teachers at work after having been alerted as to what to look for.
- I could have benefited more by talking more with teachers and asking more questions. They had so much to give.
- Many changes have taken place since I graduated in 1951. Many changes which have made pre-service preparation more valuable.
- Intern master teachers used negativism and sarcasm in motivating or disciplining. I worked hard to overcome that which entered as an example in my style.
- I really enjoyed the classes in my major field. The ones I've used most were the practical ones, like teaching science or math and my AV course. Much more attention needs to be given to how to teach rather than what to teach, especially in the field of teaching reading and phonics. That's a basic. Also, more emphasis on teaching the slow learner in the basics.
- Teachers (or instructors) in our college courses should come back to real classroom situations every five years or so. Many instructors are too far removed to actual classroom situations they are not realistic in some of their instructional methods, etc. (e.g.--Teach in our public school, etc.)
- Too much theory and way too little experience in the classroom working with students. The arithmetic class I took didn't teach me anything about arithmetic.
- This was back in 1935-38. A three-year program.
- We were only allowed five hours in the classroom prior to student teaching--much more time should be spent in classroom activities. Only two hours instruction was given on discipline--this was grossly inadequate.
- Where my pre-service training fell short would be places where you as a person has to develop your own ways. Such as discipline.
- For that particular time. Not for the present.
- I was shuffled between the old and new program--they didn't pay much attention to the old program students.
- Part of the reason for circling adequate instead of excellent could be because I didn't put enough effort into my schooling.

FORM "B" (Teacher), Elementary, Individual Responses, Question #6, Response Category of "Adequate", Brigham Young University, continued:

-Elementary coordinators and others tend to be unreal and may drift away more through the years. Grading is absolutely essential but is controversial among some educators. The classes themselves were generally excellent, but many times not relevant, e.g., I could teach Ed majors a class on record, and or roll book keeping. Why have to learn this on our own?
-I feel that many parts of my educational experience were either inadequate, redundant, or unnecessary.
-I don't see how a college professor can teach a teacher how to teach children or what responses they may encounter, when the professor has not set foot in the classroom for years. College professors should have the same responsibilities as teachers, i.e., renew their credentials every five years, by teaching one year in the classroom.
-Most of my training was taken over 30 years ago. At that time I thought it was adequate and I felt good about it. I cannot fairly judge all the newer pre-service training. But I have liked most of the inservice classes and college classes I have taken while renewing my certificate.
-At the time I graduated it was adequate, but not compared with now.
-Teaching is something which can be best taught by personal experience, not so much as it can in a college classroom.
-90% of my classwork was wasted time. 10% prepared me to be the teacher I am now.
-Most were adequate in some areas it was not.
-I just wouldn't want to go through it again. College students are treated too much like kids, and the courses and instructors are "too demanding."
-It took two years before I was able to take my first education class. Students should be working with kids in a lab setting as freshmen. They also should be exposed to other ed. classes sooner.
-Barely. I feel you don't really learn teaching until you teach.
-Not enough supervision the last quarter.

SOUTHERN UTAH STATE COLLEGE

UNIVERSITY OF UTAH

-I believe University instructors should be evaluated yearly, just as teachers in public education are.
-My most helpful training was at UCLA after I had had classroom experience.
-I was privileged to teach at Weber College because of the illness of a teacher. This was a most valuable experience for me.
-(More practical on elementary level than on secondary).
-for that period of time, but I am glad to find that student teachers now have better training for the job of teaching. They can student teach in a lower and upper grade. I think to teach as an intern would be a choice experience and certainly give excellent preparation for a new teacher.

FORM "B" (Teacher), Elementary, Individual Responses, Question #6, Response Category of "Adequate", continued:

UTAH STATE UNIVERSITY

- Young student teachers and interns I have worked with are much better prepared and ready for teaching than I was in 1942.
- Never had much opportunity to develop good discipline skills or working with parents.
- Somethings you have to learn by doing.
- Pre-service training has greatly changed since I had my classes (1938).
- Just wasn't honestly (or cruel) enough--of what I could expect of students.
- Could have been better.
- Teachers need to spend more time with students and less with the theory of education. Parenthood gives most teachers a better understanding of growth and development.
- It has been such a long time ago it is hard to evaluate it now. Also--todays teacher training programs are extremely different from mine 25 years ago.
- I am pleased with the practical things being offered in universities at present.
- They are putting potential teachers into the classroom more now which I think is great.
- All programs in the last 10-15 years are much better than I received.
- Things have so improved since SODIA came into being.
- I graduated as a physical education major and pre-service training was adequate. I now teach elementary school and I could have used more pre-service training classes for this assignment which were not included in the 11 hours needed to get an elementary certificate.
- I think you learn to be a teacher by doing it.
- In some areas it was adequate and some not.
- It was probably excellent, but I gained little from most classes. I take full responsibility.
- I wish I had spent more time working in an actual classroom before my student teaching.
- At the time (1969) it was adequate. New teachers today have many more experiences with students in schools, and that is good.
- The classroom experience was great.
- Graduate classes were more helpful.
- or below. Many spend their college finances to teach and then find they aren't happy with this kind of work. How can they get a taste of their work early enough to help avoid such an error?
- Adequate, if you had natural abilities to teach. Poor, if you didn't have natural abilities.
- More methods classes are needed!
- plus. I feel that I was well prepared. You always feel that you could be better prepared.
- I learned more the first year of teaching than I had in any of my other years in school.
- I feel like I picked up a lot on my own!
- Too much repeat in some areas. I would like to have some access to students early in the training.

FORM "B" (Teacher), Elementary, Individual Responses, Question #6, Response Category of "Adequate", Utah State University, continued:

-I think at this stage, I have a much better understanding of what to learn. At the time I was in school, I really had no idea what teaching was all about.
-I was never in a classroom until I started student teaching.

WEBER STATE COLLEGE

-The only parts that are really helpful are the experiences in the classroom.
-I learned and benefited more from the methods of teaching classes than I did from the theory classes.

OTHER INSTITUTIONS

-Excellent for that time period.
-My own particular pre-service program included two years of working as a teacher's aide and two years as a school secretary before I went to college to obtain my degree.
-I was trained in music education at New Mexico State University (B.A.) and in elementary education at Yankton College (South Dakota).

UNDETERMINED INSTITUTIONS

-Lacked practical application in many areas.
-Some aspects were excellent. Most classes were helpful, yet I felt some professors needed to look at a real classroom again.
-My training was not just adequate. But it was far from excellent. I can see where it would be next to impossible to prepare teachers for the extremely diverse areas of teaching they will find themselves in.
-My pre-service training was 20 years ago. I do feel the young people graduating now are better prepared for teaching--also a "higher quality" student is preparing for education. My recent college classes are more classroom oriented and more meaninful to me as a teacher than those I had in my college experience. Of course now with experience I am more able to judge ideas that are "workable" in the classroom situation.
-Be careful of cooperating teachers. Are they qualified?
-Its been so long ago I can't remember but it did not prepare me in reading and math or team teaching.
-Experience is the best teacher for teachers.
-More in the classroom experience needed!!
-I feel more experience working with children in the classroom would have been desirable for students at college.
-One of the best classes involved me choosing my own program of what I wanted to do to help me most and so I made one bulletin board for each month of the school year which proved to be a tremendous help to me for my first year of teaching. Also, a September experience seeing how school began was most helpful!
-My pre-service training was in 1938--that makes it a little difficult to really remember and evaluate.

FORM "B" (Teacher), Elementary, Individual Responses, Question #6, Response Category of "Adequate", Undetermined Institutions, continued:

-I've mostly learned by doing--I really like the intern program.
-I didn't have much of an idea--not even from my student teaching experience--of what to do when confronted with (1) a defiant student (defiant to reasonable and just teacher demands), (2) reports of someone having stolen something, (3) serious fighting.
-My pre-service training was 37 years ago so much has changed. It was in Canada, not US.
-Education classes were the dullest of all my classes. This is paradoxical, because teaching is so exciting.
-I have yet to talk to any teacher who felt really prepared for that first class.
-Intern for 1/2 year.
-If it weren't for I-STEP during my last semester I would have to rate it poor!
-I would suggest two quarters of student teaching. I would suggest a class on how to handle discipline problems.
-At the time I was trained it happened to be in a rebuilding program.
-I'm sure the classes all helped some. The programs of today are much better.
-I originally circled poor but changed to adequate because I did finally become a good teacher so something got through. What I remember most about pre-service training is meet the individual needs of each child--that still is the most important thing! Make the kid feel like a million.
-Some educational required classes--poor. Generally--adequate. Basic education and information--excellent. Just a few classes were less than helpful. I feel more basic knowledge should be taught.
-My training was excellent for its time, but was not geared to the world in which I am now teaching. My training was traditional, and the world has changed a lot in 8 years.
-More time should have been spent in a classroom.
-Education professors appear to be unaware of the realities that exist in the classrooms at the present time.

FORM "B" (Teacher), Elementary, Individual Responses, Question #6:

Please give an overall assessment of your particular pre-service training program. (Please circle "poor", "adequate", or "excellent".)

Response Category of "Excellent":

BRIGHAM YOUNG UNIVERSITY

-Thanks to the teachers that taught "It takes 10 hours of work per day and 365 days a year to be a good teacher and not nine months, six hours a day."

-Some outstanding teachers who understood "reaching the one."

-Educ. 350 at BYU was very specialized.

-I think many times college teachers forget the "real life" situations involved in daily teaching and teach theory that sounds great in books but is difficult to implement. The best help I got in my teaching training was from my student teaching supervisor, Mrs. Davidson.

-I feel my pre-service training was very good; however, a lot of the "busy work" and things we were given to do have nothing to do with the actual on the job work experience. The curriculum needs to be geared more to the actual experience. On the job experience is better than any classroom could ever hope to be.

-My first experience wasn't as good as the second as far as teachers were concerned.

-The program was lacking in some areas but overall they taught me the "caring" attitude about children, plus academic areas to make me feel confident in my teaching.

-Mostly because of student teaching experience.

-Many areas do not need to be gone into so much detail.

-In most cases it was very good. It could have included more practical things every teacher needs to know.

-It would help if you could really screen cooperating teachers before they are given a student teacher.

-This experience could have been improved with more observation of a variety of student management techniques.

-We in Alpine district have had the opportunity to take a variety of classes--in all fields and have had them at our respective schools. So our classes were small and could have a closer one to one experience with teacher and fellow classmates. I felt this was a very valuable thing as you gain more knowledge of the particular subject.

SOUTHERN UTAH STATE COLLEGE

-I felt my training was practical, extremely personal, and prepared me to assume the responsibilities of a classroom with confidence, the proper tools, and a degree of knowledge and know how!

-I finished my last year of school at CSU (now SUSC). The teachers there cared enough about me to help me in every way.

-Classes in more practical--are--and reading application classes would be helpful.

-Excellent because of the internship. Without internship I would say less than adequate.

FORM "B" (Teacher), Elementary, Individual Responses, Question #6, Response Category of "Excellent", continued:

UNIVERSITY OF UTAH

- -I received my training at a small teachers college at Albion, Idaho. It gave me a fine preparation. When I took my final two years at the U of U, I spent most of my time filling groups.
- -I have taught 29 years, so I trained under the traditional methods, which I think are better. I can't believe the changes that have taken place in schools. I have had student teachers that couldn't work fourth grade math and knew very little about phonics. The schools better train teachers to demand respect. Too many teachers are allowing students to call them by their first name.
- -No knowledge was given me as to how districts push various programs such as U-Sail, Ginn Reading, and how to deal with that type pressure.
- -I think a lot depends on your personal commitment at the time. I tried to make the most of every class.

UTAH STATE UNIVERSITY

- -I loved every minute of my training and teaching.
- -It was very good but there is no training better than actual teaching experience.
- -Children's literature--very good help. Poetry, speech, retold story, music classes help brighten the daily teaching.
- -I had children of my own before I started teaching.
- -I felt the classes were good. It was my fault if I didn't get as much benefit as I might because of the degree of effort put forth.
- -I feel like my training in most cases was excellent, except in the field of teaching reading.
- -Teachers trained at SUSC and in Iron Co. Schools are the best!
- -I worked in at least 10 different elementary classrooms at all age levels before graduating.

WEBER STATE COLLEGE

- -At Weber State almost every course required a teaching experience, along with making many lesson plans and visual aids that I've found as valuable.

OTHER INSTITUTIONS

- -I thought it was excellent at the time, but I realize now how much help I really needed.
- -I attended county teacher's college in Sheborjgam Falls, Wisc, and after these two years I taught first and second grade combination at Elkhart Lake, Wisc., under a wonderful school system and principal. Six years later after summer school and some night classes I received my degree (B.S.). This was a wonderful experience for me.
- -It certainly showed that I never want to teach first grade!
- -My pre-service education was at the University of California and included a full year of graduate work.

FORM "B" (Teacher), Elementary, Individual Responses, Question #6, Response Category of "Excellent", continued:

UNDETERMINED INSTITUTIONS

-I felt awfully alone that first year and got very little guidance or assistance or advice. Perhaps that first year or two is the best teacher and some help or support might be given.
-We had a few good teachers who cared.
-Except I would like to know more about the "hows" of teaching reading.
-I was lucky to have good instructors who went the extra mile.
-My college got its students into the schools more than others I know of. I believe that is where the greatest preparation for teaching is received.
-Dr. John Telechy was the best. Westminster isn't the same.
-As opposed to just adequate. It was really good at the time. Things have changed and improved a lot since I was in college too.
-I felt very confident when I first graduated and had no problems until I went back after three years to get a dual-certificate (went from junior high PE to third grade). I was not adequately prepared for the lower level, but I adjusted and grew quickly (thanks to a fantastic principal) and by November was confident of my teaching program.
-My teaching experience has been highly rewarding because of the wide range of training offered to me. In elementary education you have to know a little about everything.
-The individualized program at Weber State made success completely up to the individual.
-Really felt prepared to teach at the beginning of my internship.
-The great emphasis on individualization helped me design better learning experiences.
-I feel it was the best educational service in the state at that time (25 years ago).
-I like the ITP program at Weber. It is generally very fine.
-Although it was not all I needed, it did give an excellent basis so I learned quickly my first year as a teacher.

FORM "B" (Teacher), Elementary, Individual Responses, Question #6:

Please give an overall assessment of your particular pre-service training program. (Please circle "poor", "adequate", or "excellent".)

Response Category Unspecified:

BRIGHAM YOUNG UNIVERSITY

SOUTHERN UTAH STATE COLLEGE

UNIVERSITY OF UTAH

-Poor - college. Excellent - Experience with Prof. G. N. Stewart.

UTAH STATE UNIVERSITY

-Adequate in many areas. Very weak in some basics like reading, math, science.

WEBER STATE COLLEGE

-I feel it could have been better but [it] did prepare me mostly for my experience.

OTHER INSTITUTIONS

-Adequate or poor, depending on porfessor and course.

UNDETERMINED INSTITUTIONS

-Fair. I was fortunate to have been hired in a district where they give a great deal of help to teachers. Mr. Dwayne Manful, a Weber District supervisor, gave me more help than any course in college or any other teacher. He gave me the personal help I needed when I needed it.

-Poor to Adequate: But, I had to put in hours of research and study after graduation before I felt like a competent teacher.

-Poor--secondary, Excellent--elementary: Many of the instructors were the worst examples of educators. Had been teaching 30 years and hadn't changed subject matter. Classes should be evaluated constantly. Some teachers actually lose touch with the students below college level.

-[marked both "adequate" and "excellent"] I feel as an ECE major I gain a great deal more from my CDFR training than the straight education courses

FORM "B" (Teacher), Secondary, Individual Responses, Question #6:

Please give an overall assessment of your particular pre-service training program. (Please circle "poor", "adequate", or "excellent".)

Response Category of "Poor":

BRIGHAM YOUNG UNIVERSITY

- They failed to tell us what teaching is really like.
- The emphasis on "way-out" philosophies and programs which have taken over education the last ten plus years. They sound great in theory, but in actual practice have produced non-students (non-readers, non-thinkers, non-workers) who are undisciplined and irresponsible.
- Except for student teaching.
- I feel that inservice opportunities to learn and improve are vital to teachers already involved in education (as opposed to those who are still in college).
- My subject area was pretty good but the education classes were not worth going to.
- Higher education refuses to deal with reality. They continue on an unalterable ego trip.

SOUTHERN UTAH STATE COLLEGE

UNIVERSITY OF UTAH

- You learn to teach when you get in your own classroom. Nothing prepares you for that.
- about worthless.
- Many education classes were either irrelevant or unrealistic.
- Make educational classes relevant!!

UTAH STATE UNIVERSITY

- My training was 25 years ago. I hope it has changed with time and objectives.
- I only had one education class that in any way prepared me to teach.
- Not very realistic.
- Too much theory, not enough real experience.
- I was taught by some professor that hadn't taught in the public schools for ten years. They didn't know how much change has taken place there.
- I am not aware that we have one or have ever had one.
- Let's get realistic and teach people how to "teach people." If we don't do this what good is "history of education," or "Important people in education," etc. Teach people how to motivate other people. Weed out people who basically do not like other people or do not like to work with kids.

FORM "B" (Teacher), Secondary, Individual Responses, Question #6, Response Category of "Poor", continued:

WEBER STATE COLLEGE

-I do believe the program is good, but is run in a lazy, haphazardous way. It needs to organize so as to give the prospective teacher more help, council [sic], and advice. The opportunities are great, but the wisdom to take full advantage of them needs to be pointed out and guided.

OTHER INSTITUTIONS

UNDETERMINED INSTITUTIONS

-The subject matter materials were good and very useful, but there was a definite lack of pre-teaching experience (mostly theories that looked good on paper, but not very practical).

-If I had not taught in military schools before graduating, public school teaching would have been difficult to perform.

-You can't learn to teach sitting in a classroom. You've got to learn to teach by teaching.

-Nothing but actual teaching can prepare anyone for teaching.

-I had absolutely no preparation for junior high. The emotions, attitudes, and skill level of junior high were a real shock.

-More practical suggestions.

-The theoretical instruction was not applicable in 90% of the cases.

-When I got into actual teaching there was little beyond subject matter competance that I could fall back on (referring to teacher training). I had to try and remember my own public school teachers (not the best examples) and learn from fellow veteran teachers.

-My first year was a disaster. I learned to teach by the "seat of my pants." It took tears, anger, frustration and resentment to make me realize I was inadequately prepared. This is the end of my 8th year and now I love it--but I feel there must have been a better way in the beginning.

-I was left with the classes as my supervising teacher was on leave of absence.

-My pre-service training dealt very little with the realities of the classroom.

-It was almost entirely devoted to theory, history, and statistics.

-One of my cooperating teachers gave me no help. Just turned the class over to me, and left the room each day.

-The course taken did little to prepare me to teach--no methods just subject oriented classes.

FORM "B" (Teacher), Secondary, Individual Responses, Question #6:

Please give an overall assessment of your particular pre-service training program. (Please circle "poor", "adequate", or "excellent".)

Response Category of "Adequate":

BRIGHAM YOUNG UNIVERSITY

-Needed more "subject" classes, more variation, fewer "philosophy of Ed" (They change every year anyway).

-Yes. Why don't you send the college prof. back with us for a semester every five years so that he doesn't forget what its like to teach in the public school classroom. Require him to have a successful public school experience before he tries to prepare students to teach in the public school.

-I think it is hard to teach a person to teach. I feel they have it or they don't.

-Not down to earth. Taught too often by ivory tower college people. Ought to be taught by successful, practicing (but on-leave) school teachers!

-At the time I received my training, I felt--and still feel--that too little correlation existed between the education department program and the academic area in which I was being trained. I have taught language arts for many years by methods of my own devising.

-I had one miserable quarter at B.Y. High School with kids who had always had student teachers. They were brats. Facilities were also terrible. This has been done away with, thank heaven. I do think student teachers should have experiences with kids who have not previously had many student teachers.

-for the time. Poor by todays standards.

-The ideas are excellent, but the reality of the classroom is often a different world. For example, it is nice to access [sic] the needs of students, backgrounds, etc, but it is another thing to do something about it.

-I believe it to be the very best in the state.

-I need less classes that would prepare me [for] graduate work and more to prepare me for teaching science teaching on the junior high students.

-BYU's methods class is fantastic. I feel very competent in teaching if I prepare the way I was taught.

-We've got to teach a course in students should expect failure if they do nothing and not blame teachers and administration for lazy good for nothing kids that expect us to pass them.

-About half the courses were a waste of my time, money, and effort.

-needed more practical.

-As I stated above, I felt all my courses were helpful and well-taught. I do think, however, that much more time should be spent in the classroom so the prospective teacher can really see if he will enjoy teaching.

-Some areas--skills (PE) were excellent, others not so good.

-Very good on subject preparation.

FORM "B" (Teacher), Secondary, Individual Responses, Question #6, Response Category of "Adequate", Brigham Young University, continued:

- I encountered much repititions and meaningless busy work, e.g., some duplications in term papers, reading assignments and classes (e.g. health and biology).

SOUTHERN UTAH STATE COLLEGE

- I find that fellow teachers help me as much as anyone. I believe that students should roam the schools of the state, observing the best teachers and programs, perhaps full time for one semester.
- Could have been better.

UNIVERSITY OF UTAH

- Realistic philosophy (in addition to idealistic) has helped me, courtesy of Dr. Harmsen.
- More time to take subjects that I feel would benefit my teaching characteristics, rather than the groups as a whole.
- Much of what I had to take has little to do with what I do. I teach Spanish and yet have used any literature with 1st and 2nd year students. Plays and sonnets of the masters have nothing to do with what is taught in junior high.
- More practical experiences useful.
- In a secondary program there needs to be more cooperation between subject classes and education. As it stands now you may only have three methods classes. You need more practice in the practical using of your skills as applied to teaching that subject in a classroom.
- I was never really taught how to teach.
- Continued study after at leat one year of experience in the classroom is most helpful. Perhaps as an undergraduate, a methods course after student teaching would help. One can then be more realistic.

UTAH STATE UNIVERSITY

- It has been so long ago, possibly it was my fault that I felt some pre-service less than adequate.
- The one class in English methods was excellent. It taught me the most and was worth the most.
- Adequate in terms of knowledge, not in terms of day to day student-teacher relationships.
- It was adequate for me but could have been more applicable.
- It was adequate as far as teaching me but not as helping my self-confidence. People need to get to know each student not just cut them down all the time.
- After a problem I had was brought out they did not try and help me overcome it at the college level.
- Student teaching supervisors were excellent.
- I would like to have had a little better support from my supervising teacher. I felt I had very good encouragement and backing at USU from advisors.

FORM "B" (Teacher), Secondary, Individual Responses, Question #6, Response Category of "Adequate", Utah State University, continued:

-I'm a firm believer that after the basic pre-service education the best way to learn to teach is to stand up in front of students and let someone (whose presence does not affect the behavior of the class) evaluate and offer suggestions to your teaching.
-barely. I feel that I got more ideas and help in those classes in my field of study to prepare me for teaching than in my education classes.
-I was too young to teach since only two years of college were required when I began my teaching career.
-I graduated in Ag. Educ. and felt my training in that field adequate, but most classes in the Educ. Dept. were very lacking.
-Too many classes did not help me in my area, as a result, I had to learn most of my program after I got on the job.
-More observation of different teachers in the classroom setting--need more ideas to choose from.
-with some reservations. My pre-service training took place 19 years ago. Many things have changed since then.
-More than adequate in subject matter, less than nothing in dealing with students.
-Class Rm. Requirement must be the same for each student. You must treat student like you would like to be treated. You must have a pleasant and enjoyable classroom where students like to come. You cannot learn under a teacher you hate and hate his classroom situations.
-I learned the English Literature and Grammar, but I had little training in what to expect in the classroom or how to handle students with problem behavior patterns.
-It was adequate, and I got the most help from some teachers that were well adjusted people, able to cope. I don't believe old maids should be employed to teach in the Home Economics areas.
-Some classes because of the prof were very good. Others very poor.
-I could have done better in the classes I took.

WEBER STATE COLLEGE

-It seems that most classes were unnecessary because too theoretical.
-Could have been better.
-Too many professors who have never taught on a junior high or high school level. They read a few books, get a degree and over night become an expert. Some even write a few books, and they don't know what the hell they are talking about!

OTHER INSTITUTIONS

-I felt at the time I was enrolled at UCLA that they were so involved with theory and philosophy that the practical aspect was overlooked. I have picked up more useful information and skills by participating in workshops since graduation.
-Subject matter counts, but student confidence and learning how to learn are more important.

FORM "B" (Teacher), Secondary, Individual Responses, Question #6, Response Category of "Adequate", continued:

UNDETERMINED INSTITUTIONS

-It is irritating to me that most of the instructors in the educational fields fail to teach with methods that serve as a model for good teaching.

-I hope you come up with something fantastic or that possible fifth year of preparation will be a waste. (A second student teaching experience would be worthwhile).

-It has been ten years since my pre-service training. My memory probably won't do your survey justice. Transcript review doesn't stimulate memory cells adequately. New programs at the universities are hopefully being improved and updated.

-More education classes.

-By virtue of taking so many but many were extremely poor (not the courses especially but the instructors).

-to poor in areas indicated. There is little real how to teach, how to discipline, how to motivate that is applicable. Time is spent on wild theories that the instructor, who was in the classroom one year ten years ago, sic, indicates as truth. Very little investigation of how it is done or the real problems and solutions of teaching.

-The trend should be more toward inservice education.

-Some areas were better than others. I would judge adequate to good.

-Experience is probably the best teacher. You don't know for sure what education is all about until you get involved in teaching.

-My training was done in Pittsburg, Kansas.

-Nope--to tired after a day of school to think of any others!

-Academic background is most important, for successful teaching! Other classes add frosting to ones innate teaching abilities!

-I have managed to survive for 38 years--something worked.

FORM "B" (Teacher), Secondary, Individual Responses, Question #6:

Please give an overall assessment of your particular pre-service training program. (Please circle "poor", "adequate", or "excellent".)

Response Category of "Excellent":

BRIGHAM YOUNG UNIVERSITY

-Practical experience in use of material in subject matter area.
-The teachers in the college of physical education were excellent examples to follow.
-ISTEP faculty and program was excellent in all reason.
-My cooperating teacher was great. that's why I gained most understanding of discipline problem handling.
-Even though it was much better than a majority, it was missing in some areas.
-My two supervisors, Dr. West, English, and Dr. Paul Lackan, German, were excellent and had had enough experience themselves to be very helpful.
-The wide variety of experiences was very beneficial. Some have been implemented, some have not.
-I feel I came out knowing how to teach. Some of my friends in other colleges didn't know how to teach, they really had no background like my college game!
-My training was only adequate but excellent training was provided.

SOUTHERN UTAH STATE COLLEGE

-Because it gave me a over emphasize[d] look at discipline.
-In the field of industrial arts the classes were smaller and there was a lot of personal attention by the teachers. I feel like the teachers knew me as well as a person as they did as a student.

UNIVERSITY OF UTAH

-The bus. dept gave good help, but Ed Dept gave very little.
-except for teaching methods. But apparently the Lord blessed me with some innate abilities to compensate.

UTAH STATE UNIVERSITY

-Many poor university teachers dampened my enthusiasm for teaching. Too much theory and not enough opportunity. Student teacher supervisors who visit a classroom twice have no right to evaluate anyone!
-USU had an excellent program.
-I feel I was very well qualified to teach.
-Good advisors, supervisors and cooperating teachers.
-Miss Virginia Phillips who was at Utah State University when I graduated was a special person and an excellent teacher.
-I feel good about my pre-service training.
-I have always felt good about my pre-service program. My experiences made it possible for me to have a little self-confidence as I began to teach.

FORM "B" (Teacher), Secondary, Individual Responses, Question #6, Response Category of "Excellent", Utah State University, continued:

-I felt good about my P.E. training but my minor was lacking.
-I was given complete control and the students knew it. Students make a great difference.
-I do believe teachers are more innovative now. They need to learn teaching is a serious business.
-Excellent rating concerns the music dept., not education.

WEBER STATE COLLEGE

-I had had excellent training in my music education and student teaching classes from WSC and USU respectfully. However, the WSC general education school, which all education majors must go through, leaves much to be desired and was the cause of my transfer to the USU education program for my student teaching experience.
-Some arrangement might be made with public schools to use education students as aides or substitutes, etc.

OTHER INSTITUTIONS

-My evaluation is based on my training at the University of Michigan. I don't feel that I'm qualified to make any real judgment of teacher education in Utah.
-I graduated from a teacher's college which was interested in the training of teachers.
-I attended the University of Northern Colorado and they do a fine job.
-in most respects. Nothing can beat the real thing for educating a teacher though.

UNDETERMINED INSTITUTIONS

-No classroom in college can be exactly like a public school classroom. I especially appreciate the opportunities I had to get into an actual classroom prior to student teaching even though it was a big inconvenience at the time.
-I had a good disciplinarian as a coordinating teacher, which helped eliminate many potential problems.
-I enjoyed my program and especially the help of the advisors and teachers.
-My cooperating teacher is one of the best in his field in the state. I feel very fortunate to have worked with him.
-Good training tends to the excellent end of the scale.
-More knowledge of teaching area is needed.
-The training I received in the business area was excellent. Education classes, however, left a lot to be desired!
-I feel BYU has an excellent PE dept. and adequate training courses.
-University of Illinois.
-The program itself had difficulties, but the particular people I came into contact in the program made all the difference.
-When I student taught, I was in the classroom all day for a semester. My present student teacher is in the classroom two periods a day for

FORM "B" (Teacher), Secondary, Individual Responses, Question #6, Response Category of "Excellent", Undetermined Institutions, continued:

a quarter. That does not allow for many experiences and to also work out solutions to problems. How foolish!

-Enjoyed and learned a lot.

FORM "B" (Teacher), Secondary, Individual Responses, Question #6:

Please give an overall assessment of your particular pre-service training program. (Please circle "poor", "adequate", or "excellent".)

Response Category Unspecified:

BRIGHAM YOUNG UNIVERSITY

-Less theory--more practical problem solving would have been better. Professors of education sometimes (often) did not use good teaching techniques. (i.e. visual aids, class involvement, limiting lectures, etc.)
-Fair to Adequate. Performing seems to be more important than educating. Unfortunately the tables are turned upon graduation. [music student].
-Poor in some respects, adequate in some, excellent in others.
-[marked between poor and adequate] It has been a long time ago and perhaps things are better now, although we get teacher trainees here and they don't seem, in many cases, to be any better equipped to face the actual on going discipline, etc., than we were.

SOUTHERN UTAH STATE COLLEGE

-Adequate to excellent.

UNIVERSITY OF UTAH

-Somewhere between poor and adequate.

UTAH STATE UNIVERSITY

-[marked between poor and adequate] Too much theory which won't work.
-Poor to adequate: My major prof for example had one year in public schools and even though a nice guy was a poor instructor and totally unrealistic about what went on in a public school.

WEBER STATE COLLEGE

OTHER INSTITUTIONS

UNDETERMINED INSTITUTIONS

-Not adequate, but I wouldn't say it was poor either.
-Not quite excellent although for PE I feel BYU is the best in Utah. I feel more help should be given in the coaching area. PE classes are now coed and more help in teaching boys for a woman PE teacher would be helpful. Also discipline could be improved in college prep. classes.

FORM "B" (Teacher), Elementary and Secondary, Individual Responses, Question #6:

Please give an overall assessment of your particular pre-service training program. (Please circle "poor", "adequate", or "excellent".)

Response Category of "Poor":

BRIGHAM YOUNG UNIVERSITY

OTHER INSTITUTIONS

UNDETERMINED INSTITUTIONS

-No help or suggestions from supervising teacher.

-It concentrated more on classroom work and theory rather than practice and experience.

-This took place in 1940.

-Everything I took in the music dept. was extremely valuable. The English dept courses were also very good. The education department was a total waste of time. I can recall nothing of value that I gained from any education courses.

-I had only one student teaching expereince and it was very poor. When I finished I knew what I didn't want, but had no idea how to get what I did want.

-Except for two classes in the reading minor requirements, all teacher training course[s] that I took were an absolute waste of time--NO "book and lecture" can "prepare" someone's personality to be ready for teaching. NO course can "prepare" one for the daily onslaught of problems that make teaching exciting; only doing "teaching" is adequate.

-Colleges need to relate their curriculum with secondary school cirriculum. I taught myself to teach and to handle the everyday problems of the classroom.

-Didn't dwell enough on human relations. How to relate well and understand others. I did not really know zilch until I get there and tried it. I don't see how you can change this entirely, but I suggest including what really "is" rather than what "ought to be" in terms of professional organizations, fringe benefits, extra hours work required, extra assignments with student organizations, PTA, etc.

-The courses in Math, Art in the Classroom, Science and Social Studies were excellent. Also several speech classes helped in my teaching.

FORM "B" (Teacher), Elementary and Secondary, Individual Responses, Question #6:

Please give an overall assessment of your particular pre-service training program. (Please circle "poor", "adequate", or "excellent".)

Response Category of "Adequate":

BRIGHAM YOUNG UNIVERSITY

- I had some good experiences, but attention needs to be given to items 3 & 4 above (more practice, less theory).

OTHER INSTITUTIONS

- They could have included more interesting human relations classes.
- As a music teacher, I wish I'd had more methods and theory background. I've had to pick them up after I started teaching.

UNDETERMINED INSTITUTIONS

- Many classes were a duplication. Student teaching at U of U was done under a supervisor and cooperating teacher with completely opposite philosophies. I was never told what was expected of me.
- It could have been much better with more classroom experience.
- I noted considerable repetition in getting both an elem and sec. certificate.
- Nothing came close to that first classroom--all alone.
- Actually being responsible for a class and getting help from other teachers is as valuable as any course.
- I entered the field under extreme "shortage" conditions, and programs that I now see operating in teacher training courses were not being done.
- There is no teacher or class that could cover the actual experience of real teaching the first year out.
- Those courses at Arizona State College at Flagstaff.
- Was in the course of a change at time of my graduation to a major and minor course and two terms of student teaching earlier in training.
- I really got more out of the classes I took for my M.S. degree. I took things that would help me teach better.
- I think many times supervising teachers should be more thoroughly screened.
- My English major training was absolutely inadequate, but my reading minor training was superb!
- As an English (teaching) major of the U of U the English dept. demands way too much in the field of literature and its critical analysis. If one, as I have, ends up teaching junior high English, those 45 or 50 hours are almost a waste of time. A curriculum offering special classes in junior high English should be added!
- Would have been [illegible]ter prepared had I been given a Behavioral Modification class or [illegible]eacher Effectiveness Training" class.
- The professor who really taught was Dr. Janice Taylor (year 1965-66). She was down-to-earth, knew what public schools were like and taught useful things--wasn't impossibly idealistic.

FORM "B" (Teacher), Elementary and Secondary, Individual Responses, Question #6, Response Category of "Adequate", Undetermined Institutions, continued:

-I student taught five times.
-Masters programs much more valuable.
-Almost no formal instruction on how to teach reading. I had curriculum classes in reading but they were not adequate. Some other aspects were good.
-I had one or two giggly or figety women instructors that didn't seem too well fitted for the position (Neither is at the U of U now).

FORM "B" (Teacher), Elementary and Secondary, Individual Responses, Question #6:

Please give an overall assessment of your particular pre-service training program. (Please circle "poor", "adequate", or "excellent".)

Response Category of "Excellent":

BRIGHAM YOUNG UNIVERSITY

OTHER INSTITUTIONS

UNDETERMINED INSTITUTIONS

-My pre-service experiences were better than even many of my collegues had for two reasons; (1) I was in the BYU's CDFR composite Elem. Ed. program which gave teaching experience with pre-schoolers (excellent experience), (2) I didn't student teach but rather I had a full teaching internship and got paid for teaching.

-I would have liked an assimilated [sic] classroom study in each grade level of elementary, using various reading programs, in beginning first few days of school.

-In my major--music--a lot of time wasted in some of my ed classes--what was taught in three 3-hour classes could have been summed up in one 5-hour class. Much of it completely useless in the field of music.

-BYU had an excellent education program then '50-'53.

FORM "B" (Teacher), Elementary and Secondary, Individual Responses, Question #6:

Please give an overall assessment of your particular pre-service training program. (Please circle "poor", "adequate", or "excellent".)

Response Category Unspecified:

BRIGHAM YOUNG UNIVERSITY

OTHER INSTITUTIONS

UNDETERMINED INSTITUTIONS

-Somewhere between poor and adequate.

FORM "B" (Teacher), Responses to Question 7:

Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills listed below? ("Other" might include such things as an internship, acquiring skills during regular teaching only, etc.)

General comments

-No place. These are personality things. Let's deal with the real state of education in Utah.
-Need several years experience for this.
-Many of these should be learned in all areas.
-Most of the above should have classes to "acquaint", then personal inner action [sic].
-Some are needed on all levels.
-These skills should be taught in this area.
-Ideally the best place is the University for introduction, background, etc., but usually it's acquired as a skill after you've taught in a regular classroom.
-I was not involved in any inservice education.
-Most of these are best acquired by on-the-job training, but should be taught the ways of dealing with them before they are in contact with them.
-It would be good if one could acquire this skill before the actual teaching experience began. In many cases only the knowledge of this skill is gained prior to beginning teaching and the skill itself is gained after the teaching experience begins. Practice makes perfect.
-I think that one learns the basic skills in the university classroom and during student teaching but doesn't really become a professional until in an actual classroom.
-a-l are all on-going skills and most of them are started well before entering universities.

Response Category of "Other (please specify)"

Skill A: Preparing Lesson Plans

Type of Response	Number of Responses
Teaching experience	35
Internship	18

Individual responses

-This depends on the student, the university, school system, etc. I think it is overemphasized, but can be done adequately in any of the areas.
-Regular assign. as needed.
-Army
-Do not use in high school music.

FORM "B" (Teacher), Responses to Question 7, Response Category of "Other (please specify)", Skill A: Preparing lesson plans, continued:

-Jr. block teaching experience.
-All - because we forget.
-Workshop on a particular subject.
-Detailed plans are a waste.
-From other teachers.

Skill B: Operating audio-visual equipment

Teaching experience	39
Internship	4
Workshops	2

-Using machines as a teacher.
-Pre-knowledge.
-None.
-Start in the university and keep exposing until a working knowledge is obtained.
-Audio-visual classes.
-Trial and error.
-Combination - must start in university.
-Each school is different. So school administration should show you how.
-Machines differ in each school.
-A book tells this.
-Never received any until after I was teaching.
-On the job--every set up is different.

Skill C: Selecting and using instructional materials

Teaching experience	66
Internship	14

-Used what existed then, changed after.
-Workshops.
-None.
-On going.
-By studying to actual teaching.
-Observation of master teacher.

Skill D: Subject matter knowledge

Teaching experience	53
Internship	8
Personal interest, study	2

-Lesson preparation.
-Newspaper and magazines.
-Post college classes.
-Varies from place to place.

FORM "B" (Teacher), Responses to Question 7, Response Category of "Other (please specify)", Skill D: Subject matter knowledge, continued:

- -Work at all times on this.
- -Foreign language, country.
- -Work.
- -University classes and daily life.
- -Clinics.
- -On your own.
- -Workshops.
- -Industrial area.
- -Study while teaching.
- -My own experiences.
- -Personal knowledge.

Skill E: Knowledge of human growth and development

Teaching experience	50
Internship	11

- -Continues through experience. We should never stop learning or trying new ideas.
- -High school education.
- -Raising own family.
- -UEA speakers, classes.
- -Learn how and why--practical application is best.
- -Personal reading, listening, observation.

Skill F: Handling classroom discipline

Teaching experience	128
Internship	24
Use of master teachers--not "out of touch" people	3
Workshops	2

- -Never adequate.
- -Natural ability. Some have it, others don't.
- -Help from district personnel.
- -None.
- -This is the key and should be a project for the "community" as well as the above.
- -Army.
- -Too late on the job.
- -Be a substitute teacher.
- -Must be an on-going process.
- -Psychology team from 5 co. dev. center.
- -Substituting at different grade levels.
- -Visit a lot of classrooms where there is good discipline and find out the "secrets" in action.
- -UEA workshops.
- -Learn as you do.

FORM "B" (Teacher), Responses to Question 7, Response Category of "Other (please specify)", continued:

Skill G. Assessing and implementing innovations

Teaching experience	80
Internship	11
Workshops, seminars	4

-Observing other teachers at summer school.
-District committees where I learned to evaluate materials.
-None.
-Must start in the university and continue in all situations--depends on teacher.
-To me this is an unclear question, sorry.
-Talking with other teachers.
-Most innovations are a waste of time in my opinion.
-Summer workshop.
-People feel to be a good teacher you have to be innovative. I strongly disagree.
-Jr. block teaching experience.
-Read current literature.
-Personal experience.
-Wherever you can try without losing.
-Not important.

Skill H. Dealing with colleagues in a professional setting

Teaching experience	156
Internship	13
Practical experience--day to day working with them	3
None	2
Life	2
Special classes in ethics	2

-No problem.
-I am now learning this.
-Professional organizations.
-Prior to deciding on education.
-Forced to deal with this in new assignment.
-What good does a college course do here?
-Also born in.

Skill I: Working with parents in the educational process

Teaching experience	159
Internship	15
None	2
Parent-teaching conferences	2

-Home visits to a random sample.
-Workshops.

FORM "B" (Teacher), Responses to Question 7, Response Category of "Other (please specify)", Skill I: Working with parents in the educational process, continued:

- -I am now learning this.
- -Your natural affairs with people.
- -That's a real problem.
- -Personal knowledge.
- -Regular teaching, school of hard knocks.
- -District training.
- -Must be an on-going process.
- -Teachers and as a parent.
- -PTA groups.
- -College teaches a little here but nothing will ever overcome apathy.

Skill J: Adjusting to community morals and standards

Teaching experience	149
Internship	9
Working in community	4
Before deciding on education as a major	3
Church or religion	3
Be willing to adapt to district. Districts vary	3
None	2
No problem for me	2
Home	2

- -This is something men learn along the way of life in all areas.
- -Teachers ought to have very high standards to begin with to keep them high.
- -By living there you adapt to them.
- -On own.
- -This is an internal change.
- -I am now learning this.
- -Life itself.
- -Overemphasized.
- -Where necessary.
- -Your own personal development.
- -Don't see need of this.
- -Each teacher has to develop this experience.
- -Established by my parents.
- -Do you need to?
- -I don't adjust to them. I have my own standards.
- -In the community.
- -Not a thing to be taught.

Skill K: Relating personally to individual students

Teaching experience	139
Internship	18
Must be an on-going process	2

FORM "B" (Teacher), Responses to Question 7, Response Category of "Other (please specify)", Skill K: Relating personally to individual students, continued:

- -If you relate to people in general, then this is a personality trait of your own.
- -All--can't get enough of this.
- -I am now learning this.
- -Overemphasized.
- -Your own care and concern about people.
- -This changes with each student.
- -Natural ability.
- -No one most important place.
- -Help from district personnel.
- -Seminars and practice.
- -Life.
- -Teacher be prepared to listen.
- -Other teachers assist.
- -Trial and error.
- -Also, a university class designed to get prospective teachers into the classroom earlier than student teaching does.
- -Everyday life situations--summer volunteer jobs.
- -Extra-curricular activities.

Skill L: Evaluating student work and achievement

Teaching experience	99
Internship	9
This is a growing thing. It changes with each student	2

- -Only as a student unless work with child in a university class.
- -This must be done with the evaluation of the progress of the individual compared to his ability.
- -Methods improve only with experience.
- -Contests.
- -This is a constant process in any teaching situation.
- -Each teacher works up his own method of record keeping.
- -My district sets down guidelines, then we use wisdom in each individual case.
- -Never ending process. Keep a good open mind.
- -This is learned mostly by doing.
- -District should provide more feed-back for teachers, when problems are found teachers generally aren't informed about results.
- -Observation of master teacher.

FORM "B" (Teacher), Summary of Responses, Question 8:

Which are the three most significant factors that result in poor teaching? (Please rank order the three: 1 = most significant, 2 = next most, etc.)

Response Category of "Other (please specify)"

Type of Response	Number of Responses
Other	18
Lack of love and/or concern for students	18
Inability to relate positively with students	14
Lack of dedication or commitment	12
Inability to motivate students, lack of enthusiasm	12
The categories are all related	12
Overloaded classrooms, inadequate physical facilities	9
Teacher personality	8
Lack of communication and internpersonal relation skills	7
Lack of parent and community support	6
Poor discipline	6
Lack of administrative support	5
Inadequate preparation for classes	4
No time for preparation	4
Poor preservice screening	4
Not really liking teaching	3
Improper assignment	3
Too many extra-classroom duties	2
Inadequate salary	2
Poor teacher attitude	2
Lack of actual teaching experience	2

FORM "B" (Teacher), Individual Responses, Question 8:

Which are the three most significant factors that result in poor teaching? (Please rank order the three: 1 = most significant, 2 = next most, etc.)

Response Category of "Other (please specify)"

-There needs to be more emphasis placed on the basic academic goals in education and less on the social and athletic aspects. Teachers are expected to be entertainers (TV-type) in order to gain and keep students' attention long enough to try to teach them something worthwhile.

-Future teacher's personality--Some people will never be teachers no matter how much they are taught. Too bad there is not an aptitude test for teaching (that I have ever heard of).

-So many of these are interrelated.

-Lack of care and concern for students.

-When teaching is not the ultimate personal goal, this can contribute to poor teaching. When teachers have become disillusioned or have had difficulties in schools or are only marking time until a husband can be secured, teaching will not be adequate.

-The individual teacher's personality in the classroom--whether or not he/she likes students and teaching. Too many of our profession don't.

-It is very hard to just list three. If you haven't any knowledge to teach and if you can't communicate, you can't teach. If you don't adequately prepare if you do have knowledge, you won't do a satisfactory job. If the classroom is such that the discipline problems prevent you from teaching, you are in trouble. If you are too burdened with extracurricular affairs, you can't teach. The cycle repeats itself.

-Unreal attitude toward teaching.

-Poor salaries!! Having to hold two jobs to make a decent living.

-Not caring about the kids.

-Also, inadequate knowledge of how to work with other people, children, and teachers.

-Rapport with students--respect from them.

-Also, the teacher doesn't act like a person.

-Poor morale due to lack of recognition, promotion, and appreciation.

-Not screened closely enough in college--poor material to begin with.

-Interaction techniques: pupil-teacher, teacher-teacher, teacher-principal, etc.

-Teacher's feelings of inadequacy based on poor administrative support, poor public image, and many of the above which add to it.

-Unenthusiastic attitude toward job.

-On improper or inappropriate assignment--This happens too many times. Especially when adjusting student-teacher ratio. Often the teacher is asked to teach something they really know very little about.

-Non-supportive attitude of parents and community.

-Overloaded classrooms.

-Big class loads (over 30).

-Not enough time for preparation before the start of school year.

-One and two run neck and neck. Lack of preparation stimulates poor discipline and vise versa.

-Inability to motivate the low achiever/student with poor home environment.

FORM "B" (Teacher), Individual Responses, Question 8 "Other", continued:

-I'm familiar with too many teachers teaching grade levels they don't like. Transferring seems to be a problem.
-Not knowing how to relate to students--give praise, give love, letting them know you care. Being fair but firm. Making kids like the class or just being happy in the class.
-Lack of communication between the teacher and individual student resulting in unfulfilled needs of possibly academic achievement, emotional stability (the need to like himself), and perhaps any social awareness among his peers.
-Classroom discipline problems I believe stems out of bored students.
-Inability to make subject matter interesting, exciting, and/or relevant to students.
-Refusal to "grow" after entering the field.
-Not following through on team decisions.
-Inadequate teacher motivation to motivate student learning and growth.
-Not finding out you can't teach until it's too late.
-Lack of parent support.
-Lack of student motivation because of established traditions in the community which are contrary to sound educational goals and standards (example: teaching music education goals to students who will not accept them--good, excellent choruses instead of mediocre pop groups).
-Not committed to spending the necessary time and effort that teaching requires.
-Class size.
-Inability to work with people.
-Inability to develop personal teaching techniques.
-Lack of the principal in standing behind his or her faculty on backing up their policies.
-Some teachers don't care about their students.
-We actually have people in the teaching profession that put too much emphasis on the "Buck" ($).
-Cannot relate to students in positive manner.
-Inability to relate to children.
-Inadequate preparation for classes which might be the result of poor knowledge in subject matter.
-Too many extra-classroom duties, responsibilities, activities, etc. Along with teaching I'm in charge of operating all the audio-visual equipment at our school.
-Parent involvement.
-A teacher's interest and dedication to their job is also an important factor.
-Too many students in a class.
-Inadequate communication skills (administration, parents, and students).
-Lack of enthusiasm and motivational techniques.
-Lack of total commitment.
-Commitment to children's progress and education.
-Lack of interest in doing a good job.
-Not really liking what you're doing. Laziness after tenure.
-Teachers should be free of extra-classroom duties, responsibilities, activities, etc.
-a [inadequate knowledge of subject matter], e [improper or inappropriate assignment] and h [inadequate preparation for classes] are in essence the same. One results in the other.

FORM "B" (Teacher), Individual Responses, Question 8 "Other", continued:

-Discipline in today's society.
-Poor teacher-student relationships - teacher doesn't try or care.
-Too low of an expectation of your students.
-Administration's lack of cooperation.
-Too many problem children that need individual attention.
-Present philosophy of education.
-Perception of actual situation and to apply current remedy.
-Too large a class.
-Inability or unwillingness to profit by supervision.
-Over-sized class loads.
-Inadequate daily preparation.
-Poor planning of lesson material, including short and long range planning.
-Too many outside activities--not devoting enough time to the preparation.
-All of these could result in poor teaching.
-Not fully committed to being a teacher.
-Students forced into classes where they can't achieve, don't like, etc. Very few people are successful in "dumping" classes.
-Low national standards.
-Inability to accept or recognize the fact that you're not "cut out" to be a teacher and should actually leave the profession.
-These are interrelated and some are resultant of others.
-Wrong personality for teaching.
-My college experience was great.
-Time to plan adequately would eliminate the other two.
-High on the list would be a genuine dislike of students--it does happen. I don't think I've ever had a student that I couldn't win over to a considerable degree.
-Inability to relate to students on their level. Discipline problems are caused by deficiencies of preparation on the part of the teacher.
-Poor attitude, lack of enthusiasm.
-Don't enjoy teaching.
-I don't feel critical at all. If I feel failure at times it is my own inadequate adjustment.
-The inability or lack of desire to care about each student and relate to them as individuals.
-Inability to relate to students.
-Not liking kids.
-Poor management.
-Insensitivity to children, no love, warmth and happiness for all the students.
-Not enough support and close supervision of a positive nature the first year.
-Poor student-teacher relationships.
-Plain lazy people.
-Inability to relate in a positive manner to children.
-Lack of communication and cooperation with parents.
-The areas I have noted could be a factor in creating #c [classroom discipline problems]. These are so interrelated that data from this area could be irrelevant.
-Innate human traits which command respect.
-Inability to relate to children.

FORM "B" (Teacher), Individual Responses, Question 8 "Other", continued:

- -Doesn't know how to work with children because all the training for teaching was done in a college classroom with the exception of student teaching.
- -Lack of facilities--oversized classes.
- -Lack of facilities--oversized classes.
- -Not caring about students.
- -Not willing to put in the time.
- -Resistance to change.
- -Some of these are interrelated.
- -Inability to individualize curriculum.
- -Lack of dedication.
- -Teacher attitude and personality.
- -Classes that are too large.
- -Personality deficiences.
- -Lack of dedication, "caring" and love of children resulting in an inability to relate to children successfully.
- -Inadequate supervisors.
- -Inability to gain a rapport with students: in today's education the teacher has to win/gain respect of students before they will listen.
- -Lack of personal warmth.
- -In our school we have no planning time at all. Duties in the mornings and recesses. It's hard to go into a class when not prepared before. The rest are no concern. If we had planning time they wouldn't be a problem.
- -Inadequate love of children.
- -Not enough time to prepare adequately for class--one period is not enough time to correct papers and call parents and do the routine of teaching and there is usually no time left to prepare for teaching.
- -Inadequate time to produce significant work as an artist myself.
- -Poor health.
- -Interferences from other classes and students in an open classroom situation.
- -Inability to relate to children.
- -Actual experience--you must have actually done that which you are teaching.
- -Laziness.
- -Lack of what it takes to be a good teacher.
- -Lack of teacher's emotional stability.
- -Lack of real desire and love to work with students--enthusiasm and inward desire to teach, motivate, etc.
- -Lack of dedication and enthusiasm for the profession.
- -Not showing care or enough interest.
- -The wrong personality, not caring.
- -Preparation would be improve greatly if more money were spent on materials and teacher aids.
- -Lack of love for children.
- -Inability or refusal to control students (I mean here other teachers in the school).
- -The attitude that teacher and subject matter are most important--the student is.
- -Inability to relate to students and gain their respect.

FORM "B" (Teacher), Individual Responses, Question 8 "Other", continued:

-Loose moral standards (drinking, etc.).
-The good student's parents are involved and help. The poor student's parents don't give a d___.
-Student attitude.
-Physical facilities.
-Being too easy on the student (discipline).
-Students' attitudes on education they get from their parents.
-Classroom discipline problems would come first, but a teacher must have adequate preparation, knowledge, etc., in order to have good discipline.
-Inability to relate to children and understand them on their level.
-Inability to communicate and motivate kids and yet control them.
-Dealing with colleagues in a professional setting--teachers, principals, janitors, etc.
-Personality.
-Ability to motivate students.
-Poor classroom management resulting in discipline problems.
-Lack of ability or personality to teach--some can and some can't.
-Teacher personality/relationship with students.
-Inability to relate to students and like kids.
-Dislike for children.
-Inadequate empathy with students.
-All items relate to discipline and have a bearing on classroom management.
-Students' willingness to study a particular field of study.

FORM "B" (Teacher), Individual Responses, Question 9:

What is your ultimate personal career goal?

a. Remain in teaching assignments similar to present

-And work on curriculum materials.

b. Change to different age group

-Get my elementary also.
-Teacher education.
-College level.
-Secondary certificate, possibly.
-Teach K one-half day.
-Music performance.

d. Become an administrator

-With reservations.
-Supervisor in field.
-Possibly.

e. Leave teaching for other position, full-time housewife, etc.

-Later teaching same or younger children.
-Music performance.
-In the next two years.
-Writing children's literature.
-And then return to teaching in the classroom.

Other comments

-Undecided [5 responses].
-Retiring [4 responses].
-Make an adequate living without working two jobs. I love to teach--
I don't like to babysit.

FORM "B" (Teacher), Individual Responses, Question 10:

If you had it to do over again, would you choose education as a career?

Response Category of "a. Yes"

-I love it. [2 responses]
-But I wouldn't have said this when I first began.
-Definitely.
-Only I would move toward administrator role.
-Most surely.

Response Category of "b. No"

-I really do enjoy teaching. I feel that its rewards are not in finances. It is hard to keep up a suitable standard of living plus having to get recertified along with other miscellaneous school expenses.
-Because of limited and inadequate financial returns.
-Public sentiment is too strong against teachers' salary--too low for male teachers.
-Response is result of financial sacrifice made by most teachers.

Response Category of "c. Undecided"

-Probably not.
-I love teaching, but it's time the teachers should be able to teach and spend less time with behavioral aspects. Also, teaching is becoming too gov't regulated because of funds. Schools must be able to govern themselves.
-I would if it involved teaching--not babysitting.
-Had planned on studying medicine, but ran out of funds in pre-med years. Had to make an adequate living in teaching.

FORM "B" (Teacher), Individual Responses, Question 11:

I feel that I am:

a. an excellent teacher

-That doesn't mean that I am not constantly trying to improve my teaching. [2 responses]
-Some question.
-I may not be there now, but I'm quickly on the way.

b. a better than average teacher

-And getting better--I love kids!
-I could be if I worked harder.
-Sometimes.

Outstanding teacher mentioned: Prof. Jenks (math)

FORM "B" (Teacher), Elementary, Further Comments:

BRIGHAM YOUNG UNIVERSITY

- As I look back on my preperation [sic] for teaching I felt that there were too many professors that were too far removed from the classroom in their ideas. Some of the things that they suggested were not real or practical in a classroom situtation [sic]. I also felt that there was too much emphasis on one type of approach (i.e., individualized lessons, creativity, etc.) and not enough exposure to many of the other types of presentating [sic] material.

- In continuing no. 4, there is also a great need for more adequate training in human relation skills. For example, I have involved myself in such experiences as Transactional Analysis. I have learned a great deal about what helps people relate effectively, and I do not believe that there is nearly enough training given to teachers in these kinds of skills. Prospective teachers and experienced teachers are not so well-adjusted always; and, therefore, need to understand and practice principles of dealing positively with others.

- BYU has improved greatly their student teaching program. I was most impressed with a student teacher and her pre-service training this year.

- I love teaching and I love the kids. If a person loves the group they're working with and has a knack for teaching (and some definitely have a knack) and continuously learns and tries new things somehow they'll make it and the kids will too! Too bad there's not a basic required course on Frustration in the Classroom and How To Cope with the Daily Crises--Perhaps Remaining Calm and Maintaining Sanity!

- I really enjoy working with children in an educational atmosphere. Because the money has not been adequate to support a family I would not choose education as a career again. Anytime a high school graduate can go down to Geneva and work 8-4 and earn twice what a college graduate can it hurts. It gets tiring working 2 jobs to support a family.

- I teach in Wasatch School District. I wish we could train more student teachers. The district, I student taught in, was so sick of student teachers (in the students eye) that it was really something. They have one almost every semester. IT WAS TOUGH!

- My preparation was very adequate but nothing can make up for a year or 2 experience.

  The most important factor, I feel, in making a good teacher is their attitude, and if they REALLY want to be there.

- I don't know if this is typical or not but I've had a lot of outside interests in time, through the years, and I feel that this potentially inhibits full commitment. A sabbatical would help. I've had to "moonlight" during the summers which I would discontinue if it weren't for the cold facts of economics!

FORM "B" (Teacher), Elementary, Further Comments, BYU, continued:

-I'm sure some of the questions I have marked cross each other, but the things I have experienced that are confusing to me are. We go to classes, inservice, lectures and etc. They are philosophical, and theoretical and etc. They sound so good. or they make us feel like we are the poorest or failures. We need more practical experience. We need the opportunity to try out some of the new methods or ideas under guidance. One workshop I attended namely SCIS Science workshop was more helpful of any preparation or inservice I have had because we had time to actual workout our plans and present them. It was not a lot of theory and criticism.

-I feel that student-teacher-parent relationship determine to a great extent the success of a classroom teacher. This experience can only be gained in the regular classroom. Each student must be treated as an individual and be evaluated only as to his or her own progress and ability.

Teaching is a profession. I want it to be considered as such and therefore I assume full responsibility to act professionally and attain professional improvement as it may be necessary.

-I never knew anyone to learn to swim by looking at a classroom blackboard. All of the education classes should be taught as an ongoing part of real classroom involvement. Why does education take people out of the world and then try to teach them about the world? Teacher Convenience. It certainly isn't for the learners convenience.

-Without some guidelines for judgement it is hard evaluate how one feels about his or her teaching. In some areas I feel that I am better than average in some below average. What scale are you using for scoring?

-The reason for marking #10 as "undecided" is because of continually increase Federal interference in education and increasing lack of support by some parents; not the profession itself.

-I know you hear it a million times, but teachers still cannot make an adequate living, unless both partners in a marriage work. Then, there is so much held out of each pay check for deductions. Teachers cannot be 1st class citizens because poeple still have the idea that we teach for the love of it and not the money. I get awfully tired of budgeting, scrimping--afraid to spend money for anything extra for fear of running out and not having enough left till next month. And the pay-periods are so long in between. I think the money part of it is the hardest for me.

-Preparation for teaching large classes is almost totally ignored. I know statistics state we have "25.?" etc. in a room but in the 14 years I have taught only twice have I had 25 students. Most of the time my class load has averaged 33 students. One year I taught 36 students without any aids or help of any kind. In fact, only once in 14 years have I had an aid and that was for one hour a day. A teacher cannot teach when control of 33 and 34 youngsters is her sole responsibility!

FORM "B" (Teacher), Elementary, Further Comments, BYU, continued:

-Teacher selection by districts and acceptance by institutions of prospective teachers need to [be] refined and up-graded to assure better success.

-To become an effective teacher you have to have a great love for it and to be prepared to give more than school hours in preparing for each day. You have to be objective and have a possitive [sic] additude [sic] with each child. Demand respect by giving respect and lots of love. I come from a teaching family. My father was a great High School Coach and teacher for 45 years.

SOUTHERN UTAH STATE COLLEGE

-I enjoy children. (My goal) I would some time like to go to Israel and study for a Doctorate in International Child Development.

-As I mentioned earlier, so much of the things taught in the college classes are theories which no longer are effective in the classroom. I really feel that if a college professor could spend a year or so every four or five years, in a regular elementary school he would be so much better able to counsel future teachers as to the problems they will encounter. Either they forget or students change, but so many of the things taught really do not work in the classroom. It isn't just in the college of education which I garduated from because of all the places I attended, they were more aware of the problems, but everyone needs a refresher course once in a while.

-Maybe, some day they will pay teachers for what they do. Why, should a person spend four-years in college, when he can drive a truck for five times the money, with a high school education.

I have had far fewer problems than most first year teachers, especially in this district.

-In saying that I consider myself an excellent teacher, I don't mean that I am perfect.

I feel that I am sensitive to the areas which really matter in teaching; such as, self image of child, worth of each child regardless of his ability to learn, loving and care for each child.

The one quality most lacking in the classrooms is LOVE!!!

Love would solve most learning and discipline problems.

UNIVERSITY OF UTAH

-I really feel that too much of college was "run-in-place-make-work" type projects. Math 405 fr. Peck & Jenks was superior as were the other classes listed. However, for the most part, I would have had better training from an excellent teacher in the classroom. (Lots of teachers--lots of classrooms)

FORM "B" (Teacher), Elementary, Further Comments, U of U, continued

-I think we need to get back to the basics if we expect to turn out successful students, prepared for college and later life.

-It has always been my opinion that if a teacher cannot control the class--the classroom discipline--(and I do not mean man-handling the students)--he cannot teach.

I don't know what kind of class the colleges could offer that would help more with handling the discipline.

Student teaching situations seem to me to be the best area to provide this. Most of the student teachers who have worked with me in my classroom have a very unrealistic outlook upon handling students.

Is more opportunity for student teaching experiences the answer?

-Teaching has many advantages, but is very time consumming. An eight to five job would leave more free time with my family. Financially it is not very rewarding.

-Please allow some University to hold programs for a Master's Degree in Gifted/Talented Children's programs.

-I would like to see a training program where High School students, who are interested, could assist in the classroom to determine how interested they actually are in teaching.

I should also like to see student teachers exposed to both urban and rural training experiences.

-I chose teaching as a career after raising a family. I will teach about 15 years before I retire. Had I begun earlier, my aspirations might differ.

-I feel that college did not prepare me for teaching as realistically as it could have. Actually working with children as I went to school would have helped me a lot more. If I had had the responsibility (part of it anyways) of a lcassroom, I could have tested much more of my ideas instead of waiting until I was out of college.

-My pre-training education, after receiving my B.S. was one of the most miserable periods of my life. The teachers were unduly critical of everyone; they made critical evaluations out of the most casual observations. I found the classroom work (my university classes) boring (except as mentioned above in question 3) [Educational Psychology, Childhood Development] and meaningless, after being put through the paces to earn my BS through Letters & Science. The silly things I was required to do to satisfy some silly old lady made me feel casterated. Thank you for giving me the opportunity to express this opinion. I wanted to for years.

FORM "B" (Teacher), Elementary, Further Comments, continued:

UTAH STATE UNIVERSITY

-I had two years of Home Ec training before I was married. Twenty years later I was left alone to raise my own four children. I went back and changed to Elementary Education. In between I had taught many church classes and had been a 4-H class leader for ten years. My church and 4-H experience gave me as much good training as my Education classes at USU. Basic to any training a good teacher must love children. It is a demanding career adn if you didn't like your work it could be pure misery!

-It has been a long time since my pre-teaching days. I'm sure many things have already changed in those 16 years.

-Somewhere in our institutions we are conveying the idea that class load need to be below 25 in grade K-3. Also classes at a secondary level need to specialize and stay below 25--but 4-6 is "ok" to have over 30 students and up to 35. The intelligence span is always greater at this level than in K-3 so teachers must atrive to meet greater needs. The discipline problems are much greater in 4-6 than K-3 and more difficult than secondary sometimes because problem students generally aren't expelled and usually one teacher or a small team is entirely responsible for that child's learning not 6 or 7 teachers. Our state is really cheating the students in their intermediate grades because funding never seems available to lower these overcrowded conditions, and the concern for the problem is not there. School districts average in counselors, media specialist, and resource teachers and aids to make the averages lower but in our district teachers in grades 4-6 are still totally responsible for classes ranging from 30 to 36 or 37 students.

-I feel that prospective teachers are getting a better and earlier exposure to the classroom, which helps to eliminate disinterested students, but I feel in the process, the universities have dropped the requirements of solid methods classes in reading, math, science, language arts, media, etc. I feel somehow, sometime, they need to be re-instated as a must!

-Children who spend many hours in front of T.V. confuse school with entertainment and are much harder to interest and teach than 10 years ago.

Our divorces and fathers moving around has given many children emotional problems which does interfer with learning and a good self image.

Parents seem afraid to correct children, almost as if parenthood is a popularity contest.

-I'm not sure anything can prepare a teacher for being in the classroom except being there. Each school has a different reading and math program which classes really can't prepare them for. So many things that work in theory can't work in a class of 35. I'm happy class loads are to be cut.

FORM "B" (Teacher), Elementary, Further Comments, USU, continued:

-The pressures of teaching have given me both an ulcer and high blood pressure. Teaching is never dull but rather continually challenging. It seems we teachers are always wishing our lives away looking forward to weekends and vacations.

-My pre-service training was many years ago. Courses and methods used now are so much more productive. Workshops and experience are valuable too.

One suggestion--Training for student teachers in adequate methods of child discipline would be beneficial.

-University classes teach and work in theory not reality. Students need more method classes and first hand experience working with children. I believe in-service classes do a much better job of doing this than any university class could ever do.

-I've spent several years working as a cooperating teacher with Utah State University in their teacher preparation program. They are meeting the needs listed in this evaluation much better today than when I graduated. The biggest reason for failue is still the discipline problem.

-I have gon [sic] back and got my masters. I like the freedom of taking classes that I needed to make me a better teacher.

I think you have to teach because you want to, know what your [sic] teaching, and have some experence [sic] to be a good teacher.

-I work hard at my work, but sometimes I feel snowed under too many children with problems. Smaller classes would certainly help.

-It is difficult to judge many areas in teaching because they are so complicated. I don't know any training or exsperience [sic] that can train a teacher to be a teacher better than the classroom exsperience.

-Every year I learn more about how to love and teach boys and girls. You learn to teach by teaching.

-I'm not certain my classes were adequate or not. What I am certain of, is the fact that I simply didn't absorb a whole lot during those classes! I get much more out of a class now than I did in college. When I began "Student Teaching"--it was first time I was aware of the vowel sounds! That was only the first downing! I think perhaps Student Teaching could come sooner (not your senior year) then classes can be added to fit that teachers particular needs.

-I hope all remarks are confidential. High school needs to let students who think they want to be teachers spend a day with a teacher & colleges need more classroom involvement.

FORM "B" (Teacher), Elementary, Further Comments, USU, continued:

-If a person could work in the classroom much of the time, they could pick up many skills needed. To [sic] often other peoples philosophy is pushed on you and that is not right. I feel the more classroom situations you are put in the better you are prepared!

-I feel that the new teachers are being trained more successfully now. They are taken out of the theory classes and put in the classroom. I think the system and improved a great deal [sic].

-I'm a teacher because I enjoy it! I feel there is always a new goal to me!

-This is a long needed study!

-More experiences with children instead of so many methods classes with same assignments and projects that are not helping with working with children in classroom.

-I think it would be very helpful to have inservice training when a new textbook or music or other program in introduced. I think inservice training is very important and it should pertain to grade level and curriculum.

-Very little pre-service training actually prepares one for teaching. Actual experience (trial and error) is the best way to learn. There are too many things which do not apply in every classroom.

WEBER STATE COLLEGE

-I feel strongly that most of the real critical "person to person" knowledge cannot be learned sitting in a University classroom.

I learned more in my first year of teaching than in my entire college experience where it concerns human relations and people. That to me is the essence of teaching for I think most adults could handle the "knowledge feeding" without any preparation.

I'm not saying that teachers are poor--I'm saying we're in the "people business" and that should be the key in our training.

OTHER INSTITUTIONS

-My pre-service training was many years ago so my memory on some phases of it is dim. This is particularly true for question 5. [Please list courses . . . you would recommend eliminating.]

-N.B. If this is just research for someone's doctorate, I hope it burns your hand!

-I enjoy teaching very much

FORM "B" (Teacher), Elementary, Further Comments, Other Institutions

-I went to school in Conn. and taught in New Jersey for 2 years before moving here. I found there are different philosophies of ed in the east & west.

-I love children and enjoy working with them. This is an important factor in being a successful teacher. This can also inject a feeling so strong--"Am I really doing my best for each child." Sometimes I believe I expect too much of myself and my teaching. I want every child to succeed and no failures--accademically as well as emotionally.

I started teaching later in life after marriage and children. So I really appreciate my education and work. I'm on my 14th year of teaching.

-My pre-service education was from an out of state university.

UNDETERMINED INSTITUTIONS

-Nothing is more rewarding than teaching! Working with children is a joy! I desire to be an influence for good in their lives! In my life nothing can compare to my love for teaching.

-Students in Education need to be involved in the classroom--(working with children).

-Regarding number 4. It's much easier to know just what classes you need after you have taught a while. Teachers need classes in making & using reading, math, etc. games & extra activities for individualizing. We also need help in learning how to keep adequate records of pupil progress.

-All the preparation in the world doesn't help if the teacher's personality itsn't suited to working with children. I like kids, have fun teaching, and have good control in my classroom. Discipline--non authoritarian--is essential, and personality plays a major role here.

-I think USU has a real good program except their Art for Elem. teachers. I really didn't learn many things to use in my third grade class.

-I feel that District supervisors could be a bigger help if they were more available to the teacher.

I'm quiting because I can't stand the garbage assignments which take my teaching time and really add nothing to the district or the profession. I'd stay if I could just teach & not have to satisfy the whims of principals and administrators who want to try some brainstorming idea.

-It's a shame something can't be done for the disruptive student in grade school, because when this student attends Jr. High or Senior High, he is kicked out & we elementary teachers are blamed. It's time parents realized their disruptive child is not only losing out, but is causing the other students to get an inadequate education.

FORM "B" (Teacher), Elementary, Further Comments, Undetermined Institution

-Too much red tape, record keeping, and administrative paper work, reports, ad infinitum.

-I feel teachers could and would do a much better job if they had authority to control their classes, without fear of law suits, accountability, and the need to satisfy parents regardless of the situation.

-Just before final report cards is not the greatest time to ask questions about my ultimate career goals. I'm ready to collapse for 3 months. Then maybe I'll know what to do careerwise.

-On question #8. I feel that poor teaching leads to discipline problems. And the discipline problems revert back to poor teaching.

-I would like to comment on the uselessness of making teachers recertify every five years. It seems if a teacher if professional she would take classes anyway to improve her teaching, & given free lance to choose any course she feels would broaden or benefit her abilities & students, would certainly be more beneficial to education as a whole. There are too many limitations on the teaching profession--for it should seem obvious that at the rate of change in our world--teachers should want to be exposed to more than reading & math & tehre is too much repitition in requirements--The Colleges & Universities have used teachers as a captive audience merely for the funds--in this we are certainly not thinking of the child's education.

-I went to school & trained to be a teacher 10 years ago. I know the program has changed since then--and, in fact, is better--at least at BYU. I think all the training in the world is useless unless the person loves children & the challenge of guiding their learning. I truly believe if a person can discipline with firmness & love & keep the earned, not forced, respect of the children--he or she will make the most significant & best changes in a child's life.

-I feel that there should be more than 1 student teaching experience. Often, things just start to fall into place at the time the experience ends.

Again, I'd like to stress the need for a practical, down-to-earth approach to teaching rather than so much theory.

-I love teaching children. I did not begin to teach until all my children were in school. My college degree was not in education, and I had to return to college a year at that time to obtain a certificate to teach. That was 18 years ago. I still try to upgrade, improve and add to what I do every year, so I feel qualified to comment on quality of preparation to teach. Overall, I think it is poor. I really believe internship is the way it should be done. A year's internship at half salary would financially aid the school district, help the teacher give more individual attention, and at the end of the year the intern would be as qualified (or moreso) than the beginning teacher at the end of the first year's teaching. This could replace the senior year & student teaching. I know there are some internship programs, but I think it should all be that program. . . It would also help young people know for sure teaching is the field they really wish to enter.

FORM "B" (Teacher), Elementary, Further Comments, Undetermined Institution

-I highly recommend Weber State Educational department for their Educational program.

-I feel the more practical experience that a college student in college can get--the better. Some of my most valuable experience has been my paid experience--i.e., teacher-aiding while in college.

I feel I had to learn a lot of useless material, as I am an instrumental music teacher and still had to take all the courses the academic subject teacher takes. Discipline & preparation for daily teaching is vastly different.

-Basically, the public teaching profession needs better public suport (moral & $) & involvement if we hope to attract & retain motivated professionals in classroom teaching assignments.

Teachers, Administrators, & public are all currently failing in this task.

-There is too much time spent in college classes on studying course material like history & social studies that will most likely never be used in the classroom.

-Question #8. All three problems are linked. If you plan poorly and plan work that is inappropriate for your students, any chance of good discipline is shot down.

Teacher preparation--My university has changed its teacher training and in the right direction. I know, I've been back. Theory is lovely, but most of us need more real human contacts before attempting to "fly" alone.

-I am impressed with BYU's teacher education program of getting the students into the public schools and getting involved with students. They have a chance to see what teaching is all about. I did not have this chance before I did my student teaching.

-My college days were 19 years ago and a person forgets a lot, but college students must get out into the classroom & work with teachers and students to gain self confidence, knowledge of subject matter and materials. Also, college tea. must become familiar with the realities of the classroom, team teaching, fundamental school, etc.

-I am grateful to the Weber District for the many opportunities they have given me to grow in the teaching profession. I've served on many committees where curriculum and materials have been evaluated and studied. By serving on these committees, I've been the one who has received the greatest benefit by becoming more knowledgeable about the teaching process and how children learn.

I am especially thankful for supervisors like Dwayne Manful who go to every degree possible to help the elementary teachers in our district.

FORM "B" (Teacher), Elementary, Further Comments, Undetermined Inst.

-As I go over these questions--perhaps I am being too hard on my training over 25 years ago--I feel today's teacher is much more preared than I was. 14 years of experience surely makes one aware of their early inadequacies. Also, actual classroom experience is the greatest teacher of all, if one has a good & adequate example in a teacher-trainer.

-I feel USU has an extraordinary program which adequately prepares you to teach.

-Just having a student teacher has opened my eyes to a few areas of concern. (1) Screening of New Prospective Teachers. I don't really know how you can evaluate commitment and the type of relations these people have with children without more actual time in the classroom. 6 weeks in one area is not enough time to evaluate what type of performance is to [be] expected in future years.

(2) Screening of Prospective Cooperating Teachers, as to
  a. Willingness to spend extra time
  b. Willingness to share your experience (some do not. this is very say for the student teacher.)
  c. Attitude toward Education

(3) Some Preparation of Cooperating teachers to deal with proper ways to Teach Instruction Methods, Control, etc.

-I appreciate this evaluation form because there is and always will be a need for improving education.

-It is to [sic] bad that there isn't some way that good teachers could be paid more to keep them in the classroom. Too many times good teachers are forced to go into administration or some other field which takes them away from the most important product in education, kids.

We need better and stronger teachers in the classroom now than ever before.

-I have interned this year and thus I have yet to complete my "pre-service" training. Having had the experience of an internship I know those areas which I will use to complete my hours for graduation in Aug.

SECONDARY EDUCATION

BRIGHAM YOUNG UNIVERSITY

-Another of the big problems that result in poor teaching is the lack of materials and equip. which should have been provided to do a good job. Many times teachers are put into teaching situations with very little materials & equip.

FORM "B" (Teacher), Secondary, Further Comments, BYU, continued:

-This survey could be powerfully meaningless. The whole key to teaching is people-sensitivity--teacher-student and professor-teacher, etc. The key to improving teaching and to improving pre-service training is increasing people sensitivity. Credential and diploma mills haven't a chance as a result (nor do surveys have a chance without very sensitive interpreters.) I suggest more big-borther relationship in preservice training. A prospective teacher needs a faculty advisor and cooperating teacher who are advocates and advisers to guide in career and style decisions and advise in techniques of teaching.

Good luck in your very worthy efforts!

-Class size is the most defeating feature I face in the teaching. Extra curricular assignments and lack of help around my department run close seconds.

This probably applies more to small schools where many "departments" are only one teacher situations (like mine).

-For the most part, I have not responded to the area of preparation. My preparation for teaching was not the usual type, for this I am most grateful. I received a fellowship to the University of Southern California and in conjunction with the University of Southern California, the Ford Foundation and the Los Angeles City Schools, I went immediately into a classroom situation. I had not majored in education. I've never had the "regular" education-type training. All of the educational training I received, I received at night with the group to which I belonged and it was taught by experts from USC and the Los Angeles City Schools. At the end of two years, I was awarded a Specialist-Teacher Certificate. I was also certified as a secondary teacher by the State of California. During the second year of the program, I taught full-time in a school in the Los Angeles District and I was paid.

I had excellent training. During the first year, I worked both in a senior and a junior high school. I was allowed to see all operations of the school. I actually worked in the main office as an assistant (to whoever needed assistance).

I was not subjected to "busy work" keep-the-education-department-people-employed-type of schooling.

-Need cooperation between teachers in the field & University people who prepare curriculum etc in our particular field. Each field is so different that generalizations cannot be made. Need to work with each Dept. Public school teachers could provide great input if asked. Generally we are not asked.

-After fifteen years of Teaching, I find it becoming much less rewarding. If schools, especially Utah schools, were not so activity oriented, i.e., athletics, pep-clubs, etc. and a little more academically oriented, perhaps I would stay in education. But I like academics, ideas, students

FORM "B" (Teacher), Secondary, Further Comments, BYU, continued:

that are turned on to study. I just don't feel I'm flexible enough to adjust to today's low academic standards.

Also, I don't think Utah Universities are really very helpful in increasing academic standards. Their standards seem low.

I am also convinced that the administrative struction [sic] of Utah schools is very "jock" oriented. At least in my district, the Utah Activities Association seems to be much more powerful than the State Board of Education.

If the same amount of time was spent in meeting to improve schools as is spent scheduling football games.

-The longer I teach the more convinced I am that my first and most important achievement must be as an artist--then and only then (when I have the confidence and maturity of an accomplished artist) can I reach the maximum number of students and really teach them meaninfully. It is a frustrating experience to realize this because there is virtually no time to achieve personally while engaged in teaching.

-Look at Sec. Ed. program at BYU.

-This is only my 2nd year at full time teaching. I substituted for about 7 years. My education was in 1958-62 (B.A.) and most graduate work in 64-67, so perhaps education classes have altered somewhat since then.

-Teaching could be more satisfying if we could ever get back to normal. Like calling a man a man & a woman a Miss or Mrs. & if we could - It doesn't really matter what we attempt to learn in an educational school as long as we have offbeat people in the N.E.A. to tell us about labor strikes, gun control, etc. They need to upgrade the proffession [sic] to where it is a profession & not a money grabbing outfit. Maybe they could have a class in what a true proffession is. I have only taught 16 years but in that short time education has gone from a learning situation to a welfare state where all we have is paperwork & more programs to get the non-achievers through school. Somewhere we've got to get back to basic teaching--tell the education folks they might have a semester class in that. Thank you for listening--if anyone did. If they didn't--what the heck. Life will go on even though we do foul it up.

-10 - above [I would not choose education again as a career] response is result of financial sacrifice made by most teachers.

-I've waited for years to see something like this develop. I hope you can follow through and accomplish some good out of this. I'd be glad to help in any way possible.

-I somehow skipped the entire process of student teaching and so I feel that I am especially qualified to criticize pre-student teaching education. Unfortuantely not enough time is spent on discussing the classroom problems themselves. We need to get students into the classrooms while they are still in contact with the professionals.

FORM "B" (Teacher), Secondary, Further Comments, BYU, continued:

-The most important thing in teaching is a natural nack [sic]--a personal love for it.

-Teaching has been a good experience for me over-all, and I don't regret my past year as a teacher. However, I'm quite sure it's not the best occupation for me and had I spent more time while in colleges teaching and observing in the classroom, I feel there would have been two benefits:

(1) I would perhaps have realized before I was ready to graduate that I didn't want to teach, and

(2) Perhaps the problems I felt as a first year teacher would have been decreased because I'd have met and, hopefully, mastered them sooner.

-This will complete 3½ years of teaching as of May 27. I am being forced out of teaching by low pay, to [sic] large of classes. I can say I have enjoyed my teaching, and would work to teach again if conditions that are realistic ever present itself. I teach Industrial Arts, mainly wood working and I will always use my education area.

-With administration presures [sic] and the inability of that admin. to understand Art programs, or support them, and with the problems of low salary and budgets to work with in Art. Its a waste of time.

My schooling at BYU did not relate to the actual teaching experience. I direct as many people as possible away from colledge [sic], as do most colledge educated Artists. Would, if asked, serve on a council or board to help correct these problems.

-I've been moved out of my main interest which has dampened my outlook at present. I'm sure it will improve with time.

SOUTHERN UTAH STATE COLLEGE

-It took me about 6 month [sic] to forget a lot of my educational philosphies [sic] and at that point I feel I became a better teacher by waking up to the real world of teaching.

-I believe that, overall, SUSC offered me a good teacher education program. Naturally, theory doesn't always prove out in the classroom, but the teacher needs to be aware that he continues to learn how to teach after he enters the teaching staff. One has not "arrived" as a teacher when he picks up his diploma.

Godo subject matter background, some good methods classes, and adequate understanding of student development and the learning process are all essential.

FORM "B" (Teacher), Secondary. Further Comments, continued

UNIVERSITY OF UTAH

-After teaching 24 years it seems that discipline in schools is the greatest growing problem Largely because of a Lack of Support on the part of Administration.

-It seems there is a trend for students to fail to accept reasponsibility [sic] or willing to be willing to pay the price for achieveing a particular goal. As this trend continues to grow, teaching becomes more discouraging to me.

As the raising cost of living widens the gap between it and my income, and my family does more & more without things, I sometimes wonder if the money I spent for my education wouldn't have better been spent in developing my talents in a more lucrative field.

-Many colleges do not affer training in a specific teaching area. My area is Business Education and some schools of education do not teach a person how to teach business subjects. I went to the University of Utah; and at that time, classes were offered to "show and train" a person how to teach business subjects. I believe education has many problems today. One of the largest is a changing attitude among both students and parents, which gives educators opposing challenges. On the one hand the teacher is required to teach something, while at the same time not imposing any disciplinary or learning standards upon the student. In other words, I find it difficult to teach something when the student is not backed up by a parent who feels that learning is critical to his development. It appears that school administrators are so fearful of litigation or not being backed up by a school board that they do not provide the type of support of teacher needs in the classroom! All of these factors provide for a very poor learning situation.

-I think the questionnaire leaves out one of the most important contributions to poor teaching and poor schools. The problem of poor administration as it relates to the success of failure of a teacher has not been touched, and it is one of our most serious problems. If a teacher fails to correct a student and the administrator fails to correct the teacher and the community fails to correct the administrator the entire system suffers, and I must say it is suffering.

-Education can afford to be selective because of the oversupply of teachers now. Their hands are tied due to tenure, unions, poor administration, extra-curricular activities, and lack of parental concern. The university has done a creditable job attempting to upgrade ed. classes, but these other areas are still far behind. Education has a long way to go!

-The best teacher is one who knows the subject matter well, prepared daily lesson plans thoroughly, likes children, and has confidence in himself. Then all other problems are small. If you respect yourself and respect your students and act accordingly, then teaching is a joy. Nothing is completely satisfactory, though, unless you are well prepared.

FORM "B" (Teacher), Secondary, Further Comments, U of U, continued:

-In my response to #7 I did not adequately separate preservice from graduate work, otherwise student teaching would have been included more often!

UTAH STATE UNIVERSITY

-I am concerned about education.

* The prevelance of "I don't care
* "You can't make me"
* "My parents will sue you"
* Decline in learning.
* Need for entertainment more than education.
* Poor communication skills -

to name a few - and I'm not alone in this. Most of my fellow teachers concur.

-I feel that a lot of Professors who teach education classes, are very poor teachers. They should have experience in teaching in public school before they teach at a University. Then every few years go back for a quarter or so and teach in a public school.

-I really enjoy teaching. My teaching experience has come so much later than my actual training that there are serious gaps. However, this year of experience in Home Economics has been very good experience and I am sure that next year I can do much better planning.

I taught reading for 12 years and my training in Home Economics was not too helpful in that area (of course there was some carry-over).

Teaching in the field for which we have been trained is very important.

-If we are going to keep abreast in Education, one must take advantage of all facets University, Inservice, and read currect research bulletins.

-Perspective [sic] teachers deserve to have "actual" classroom experiences early in their preparation in order to really determine if teaching is what they should do in life.

-I think the first requirement of a good teacher is to love students and have a great desire to do the most for them. Also I feel that one must use good common sense in all aspects of teaching. Just because a method is new doesn't always say it is the best. Much effort, thought, and concern for students make for good teaching.

-Most teachers do not maintain control in their classrooms and cause many problems. Adminstrators in many instances are weak and do not support a teacher.

Students who do not belong in a classroom are forced to remain to create chaos.

I have taught in other systems than the American one and ours in the poorest.

FORM "B" (Teacher), Secondary, Further Comments, USU continued:

-There is becoming such a gap between teachers and administrators that the moral is becoming the biggest problem in teaching. You would think we were on opposite sides.

-Personalities are a great factor in teaching. What may be good for, or work for one teacher will not necessarily give the same results for another. Student personalities, likewise, require a working ability with an understanding that individuals need different approaches. It is impossible to generalize what will work in education for all. I suppose it is helpful to know what will help prepare teachers better to deal with individual personalities - be they parent, teacher, or student.

-The only problem is college is a totally different situation than teaching high school. I think college professors should teach on a high school level to really understand our problems. Send out student teachers to all schools at 2nd year.

Too much fanaticism on college level.

-After 20 years out of college some memories of college classes and early training are a little vague.

-Teaching is an art, it is impossible to make everyone who enrolls in education an artist. However, it should be a goal of the education curriculum to develop skill which can be used by the teachers in order for them to become artistic in teaching. That is why I recommend Dale Carnegie Course. It develops a positive attitude so necessary in teaching and working with people. Sales is a tool which teaches how to entice students into wanting what they are getting instead of just slopping it down and demanding they learn.

Drama is a tool useful in putting color into a teacher's presentations. Although I donot require it, I believe in some school systems (outside of Utah, perhaps) self defense would be a vital subject to have.

-Very frankly, given a set of motivated students and being able to teach in my field, there is nothing I would rather do than teach. However, after thirteen years of effort, I still feel I have difficulty in dealing with high school students. I fair much better with Jr. High students.I have taught both for many years. I love to organize and deal with things and only a little with people. Every since graduation I have done nothing but deal with people in all kinds of leadership roles in church, civic, and school roles.

I and my family enjoy small town living and the relative wages are better than other jobs I am qualified for in this area. Therefore, I will probably stay in teaching, try to improve myself, and do the best I can until I reach an early retirement age and my children are grown.
Sincerely,

-I am upset about the laws of attendance and discipline. They let one rotton apple spoil the whole bushel.

Parents are willing to support verbally but not with action.

FORM "B" (Teacher), Secondary, Further Comments, USU continued:

-I really enjoy teaching. Most days it doesn't even seem like work.

-When educators and those who administer the educational programs get out of their ivory towers and leave the "new, progressive" philosophies, and return to good solid teaching of the basics and fundamentals along with individual responsibility, there may then bloom order out of chaos.

-It seems to me that I have filled out similar forms on previous occasions. When will districts and the state administration slow down "evaluating" and begin acting?

-One of our teachers is fed up with the apathy and change of students in the last 10 years. He is changing to administration because of the laziness, do nothing attitude, lack of respect for learning, fellow classmates, and adults.

We need some changes in the laws of our country so as to be able to be firm with the students.

-The spring workshops in the vocational fields are excellent (at least for the drafting area.) I have gained more help for my teaching area from this than I feel I could from the present offering at the universitites. I gave up work on a masters program because I felt it offered nothing to me as a teacher. It was geared toward administrative goals. I do not wish to become an administrator.

-After 10 years it is my person conviction that it is not that teachers are undertrained or that students are not so willing to work but rather that our society, community, and governments are not willing to spend needed monies to permit change in educational techniques. This attitude thus permits rot in the classroom in that the teacher has no more than miniscule elasticity and the student is subject to basically the same class offerings and techniques that his parents and grandparents were subject to. We only offer education to take little steps in new oeration, while the rest of the social and economic structure of our nation moves by leaps and bounds. I think that it is this matter which most cripples our teaching and until the government steps up funds and elasticity in the way teachers can operate their Offices, then we will see the rust of education stripped away. It is time for the doors of the school to let open for both the teacher and the student, so that they may flee the confines of the classroom for some real life community experiences. At the present rate of depreciation in education, I doubt very much that I will be able to compete another 10 years and feel as though I've more to offer. We must begin to let education work like a business and not some form of week-end hobby....

WEBER STATE COLLEGE

-I would like to see innovators such as I have indicated brought into WSC's education program. The program is good, but confusing, bewildering, and fustrating.

-Workshops and courses need to be taught in simple English. Some texts and courses need a lawyer to interpret. We teach young people so we don't

FORM "B" (Teacher), Secondary, Further Comments, WSC, continued:

have time to keep up on the "newest" word for this or that. The problems are the same as always. Let's keep the terms common and simple too.

It took 3 or 4 years of teaching to throw out some of the theories etc. I got in college. Since I've done that my classes are better. We need more practice not so much theory.

-I feel that teaching is a good Career. With the exception of money & the type of kids we have to put up with.

I also feel that there are people who are far better teachers than many of us. They just havn't [sic] had the snow job at college so they can't teach.

College in not way makes the teacher. He or she has those tallents [sic] long before College and related experiences.

-I would be much happier if I could support my family on the salary that I receive from teaching.

WESTMINSTER - no comments

OTHER INSTITUTIONS

-Sorry for the delay, but I was #8f "Too many extra responsibilities."

-Utah State University 2 years - I felt USU was more practical.
UCLA - 2½ years - too much theory.
13 years teaching experience.

-I feel many of my colleagues are lazy and poorly prepared to teach.

I felt teachers I taught with in Mo. and Ill. were generally better prepared, more dedicated and more intelligent than my Utah colleagues.

-At the close of this school year I am leaving teaching to work in industry to broaden my subject matter background. I hope to return to teaching, but possibly at the junior college level. I have taught for 14 years. My "pre-teaching" was not student teaching, but intern teaching, five regular classes plus a homeroom, but supervised by a college education dept. professor.

-I feel it a shame that a teacher has to live on nearly poverty level, unless he is lucky enough to have a second job. Then he loses many things because of his second job. Also annual negotions for salary, etc. are one of the reasons for poor public feeling against education. Yet if teachers didn't fight for adequate salaries, they would be disgraced to be a teacher because of their economic level.

-I received my education out of state a number of years ago. It was in a state teacher's college. We were taught many skills that are not taught now as I observe when I go back for refresher courses. They do not stress the high standards they once did.

FORM "B" (Teacher), Secondary, Further Comments, continued

UNDETERMINED INSTITUTIONS

-I really enjoy teaching!

-It has been a long time since my preservice training, but I hope my answers will help your evaluation. I have taught for 22 years, and the evaluation took me 9 minutes.

-I feel that experience has been the most important factor in my teaching career. My abilities, discipline, understanding of student needs, recognition of learning problems and self confidence have all grown with my years of experience.

-I enjoyed my college training because I was a good student and interested in intellectual activities. I never felt, however, that I learned anything that helped prepare me to become a good teacher. I learned that my first year in the classroom!

-My student teaching was done in 1946. I am aware that many changes for the better have come about since then.

-Too many college teachers and professors in the field of education are not familiar with public school situations by way of personal experience there. Very few of them have been successful teachers themselves--how can one teach what one does not know? Six months' experience as a first year teacher does not make a professor an expert. I have been teaching 9 years and I was horrified to find, during my first year, that the real world of teaching is completely different than what was taught in college classes. Professors need to "keep in touch" with the changing world as it relates to the classroom.

-I have been out of college a long time, but do feel the student teachers which I work with are not really prepared to teach and many aren't even really interested in teaching - only the degree, money they might make - get husband through school, etc.

-Interesting questionnaire. One thing I've learned is that teaching or rather becoming a teacher is truly a growth process. Also, change of oneself is difficult and slow even if one is willing to change. I have learned a lot and have much more to learn, but one thing which has helped me is to continually take inservice courses dealing with humanistic goals and values. Another thing is that not everyone who wants to teach should teach. We do them no favors by allowing people who shouldn't teach to pursue it as a career. I'm glad I stuck with it in spite of difficulties at the beginning--but it was painful then!

-I feel that teachers should be evaluated by the principals or authorities who know the field of teaching so that those who are not doing their job properly can be helped or removed: even those who have already obtained tenure.

FORM "B" (Teacher), Secondary, Further Comments, Undetermined Instit.

-The teaching profession must look more closely to its screening program. We must not let just anyone seek teaching as a profession.

-I feel that a good art teacher is also an active producer of art (students need to see his example). Under our present system the art teacher has no time or energy left to produce art beyond his normal teaching duties unless he shirks some of those duties. I would like to see changes in the "system" that would make it possible for him to teach and produce at the same time. Students and our culture would greatly beenfit.

Perhaps if I taught another subject producing art would be a relaxing change at days end, but then the art students would not have the example of their teacher before them either.

-Prospective teachers need to have as part of their university experience the opportunity to meet often with staff members from a number of districts and hold an open forum. This would be far more valuable than theoretical, hypothetical "mumbo jumbo" classes.

-I wish there were more teachers in the system who really cared about the future of their students rather than the future increase in take-home pay. It seems that too many teachers are more interested in the three-month vacation than the nine-month opportunity they have to mold a student's knowledge and value hierarchy.

-Workshops are a great way to learn--practical experience in solving specific problems.

-As I receive student teachers, I see a need for more planning--daily lesson plans & long range planning.

-Problems in education stimulated by weak parental guidance and control or lack of concern and lack of support by the courts of our citites and nation are making it very uncomfortable and undesirable to be in the field of education. Teachers grow "old" fast and become inadequate from pressures and lack of support from people who are suppost [sic] to be in command. The "Rosy World of Teaching" needs to be put or represented exactly as it is to prospective teachers--a battle ground in some areas, but rewarding--very rewarding--at other times.

P.S. I am very much in favor of maintaining the requirement to go to school every few years to recertify.

-Many hours of teaching end up in preforming [sic] duties that are often not related to college training. Its not uncommon to be placed in a class not at all related to your training. Some classes may be well over the acceptable size. Sometimes you may be expected to teach without texts, adequate seating, or other most needed teaching aids. In situations of this nature your attitude, the administration's support, community support and student support can make it or break it for you. A prospective teacher should be prepared for the worst. Its not a bed of roses. Be very very catious [sic] about considering your first contract.

FORM "B" (Teacher), Secondary, Further Comments, Undeter. Institution.

-The system of re-certification is a farce and should be eliminated. How the State Board can support such a farce is a mystery and certainly shows lack of concern for teaching or a determination to support worthless classes at the universities.

-I hope this evaluation does not sound too negative, because I have had tremendoes success this first year of teaching. The best preparation I had was teaching at the LTM in Provo for 1½ years. I felt like I wasted more than a full year of university classes fulfilling my Spanish major requirements. Diffcient [sic] classes such as Game Innovations, How to Adjust a Lesson Plan to Students' Attention Spans, What a School Teacher Earns Monetarily and How to Stay Alive on That, etc., would have been much more beneficial than Upper Division Spanish Literature classes. I minored in Sociology which was a tremendous help to me in working with students, colleagues, the public, etc.

Each teacher should minor in Sociology.

I've seem some very poor teachers and somehow, someone needs to attract a better caliber of person to teach school. I suffered somewhat of a shock hearing some of the things some students say about other teachers.

-I feel that many problems would be solved if education majors were able to get "hands on" experiences before investing 4 years time & money in preparing to teach. I had no problem passing education, methods, & subject matter courses, and I doubt that many others do either. but I found all of that worth little when it came right down to standing in front of a class & teaching.

-I think student teaching should be done away with altogether and do what other professions do--require an internship of sufficient length to allow the prospective teacher to get into a professional [sic]. The student teacher, the intern, should have a great deal of say who he interns with.

I think the wages of educators (I speak of teachers) stink. And the more I learn of education the less I am convinced that it is a profession in any sense of the word. The whole educational system in the U.S. needs revamping--sweeping changes!

Note 1 [to Question 1-a. Preparing lesson plans]. The traditional lesson plan has, one way or another, stressed knowledge acquisition. It has always been weak in emphasizing skills, thinking strategies, etc., in fact, is highly unsuited for doing so.

Note 2 [to Question 1-d. Subject matter knowledge] Subject matter isn't as important as teaching a person to teach himself.

Note 3 [to Question 1-e. Knowledge of human growth and development] Theory has always been taught so disjointed from application that no transfer has occured.

FORM "B", Secondary teachers, Further comments, Undetermined institutions

Note 4 [to Question 1-g. Assessing and implementing innovations] We have been sold innovative schemes, ideas, systems, approaches for so long that haven't done anything, I think it is high time to give this area special consideration.

Note 5 [to Question 1-k. Relating personally to individual students] Effective teaching is, in the end result, being able to adjust to individual differences in students, well, frankly, its being able to see individual differences in the first place. Nothing is being done in the college cirriculum at all to meet the needs of Teachers in this area. And so we pretty much relate to students all one way--our way.

Note 6 [to Question 1-l. Evaluating student work and achievement] Nothing has been done creatively in evaluation. Ours is the system of read and give a multiple choice, TF, essay--type test. We need choices in helping a kids give himself self feedback and self correction, the chance to fail, to come rounders again without guckstopping to another unit, instead of a system where evaluation is useful only for us educators to assign a grade for the report card.

-I teach at West High School in SLC and completely enjoy my assignment. I have taught for 11 years in public schools and I really believe it took me 2-3 years experience to understand and do a good job.

-I suggest giving prospective teachers more actual classroom experience earlier in their preparation.

BOTH ELEMENTARY & SECONDARY

BRIGHAM YOUNG UNIVERSITY

-I received a great deal of insight and challenge in my pre-student teaching sequence through the efforts of Rendol Gibbons and staff at BYU. I would highly recommend him to anyone interested in evaluating a student teaching program.

-I am happy to see you are doing some concrete ground work to better prepare future teachers. I believe firmly that earlier contact with teaching unmotivated students will better prepare a teacher for a job. Also, that preparation in daily lesson planning and yearly lesson planning, together with experience in keeping roll books and general classroom management techniques, need to be taught at the university level with practical experience.

SOUTHERN UTAH STATE COLLEGE - no comments (one questionnaire)

UNIVERSITY OF UTAH - no questionnaires

UTAH STATE UNIVERSITY - no questionnaires

FORM "B" (Teacher), Both Elementary and Secondary, Further comments:

WEBER STATE COLLEGE - no questionnaires

WESTMINSTER - no questionnaires

OTHER INSTITUTIONS - no comments (one questionnaire)

UNDETERMINED INSTITUTIONS

-Since I started teaching ten years ago I've seen childrens' manners and attitudes toward learning decrease in direct proportion to the family philosophy. Education is not the most important value in the family life style.

With families keeping their children too busy they are too tired to endure the hours of school.

I've taught in ten years, because I wanted to, second, third, fifth and sixth. I delighted in the experience, because I was eager and mature.

-I am disappointed in the unprofessionalism that I see in many teachers. I feel there should be some way to upgrade teachers and not see how fast they can leave the school and how many assemblies or unessential programs they can have so they won't have to teach the children. I also feel it would be wise to rotate teachers from school to school so they won't get into a "rut" with their teaching. New school, personal [sic] and room can innovate [sic] a teacher to try harder.

-I enjoyed teaching for quite many years. But the students unwillingness to learn, to study and to perform with pride has greatly influenced my decision to quit. Foreign Languages became to unpopular in America. Not enough publicity and importance were given to this important field of Communication.

I am giving up. Too bad!

-Provide a copy of summary of results to all teachers during UEA meetings. Do something with this information--don't just file it away. Good luck in changing things for the better.

-There are too few good teachers due to a lack of incentive. The good ones are driven out because they are ambitious and so do everything they can to make education exciting including extra-curricular activities. They do all they work and become tired, finally, when not recognized or rewarded except to be chosen for other "free" duties and responsibilities. It appears that education is not viewed by authorities as being the valuable profession it is. After all, teachers are responsible for the people who hold our entire future in their hands. Teaching should be made as selective as law and medicine.

-I have never found the ideal class situation. My classes have always been over-crowded. I was given very little training for such situations. More instruction in the area of behavior modification, effective listening, etc., would be useful.

FORM "B" (Teacher), Both Elementary & Secondary, Undetermined Institutions

-A classroom teacher is a greatest importance. They have to be very skilled as in any profession. To [sic] many teachers are not. They have to be aware of community and world and be able to logically discuss all aspects of life with their students. A good teacher can make a students growth of most importance. The world is to difficult to pamper students. They have to be stern but understand all students need. But today it is very difficult for we work with to great a number of individuals. I love teaching as it can be so rewarding seeing a student grow and learn.

But I will not remain long as my work goes unrecognized and praise for good work is no more recognized than a fair or poor teacher. Good recognition will weed out the poor teachers.

-I feel that no amount of training at a university can take the place of working with the children in the classroom.

I also feel that the teacher the student teacher is placed with, can make a world of difference.

-In working with some of my student teachers, I have found that their knowledge of subject matter is somewhat inadequate in areas of math and grammar. Anyone can teach lower math, but before you can teach fractions, or decimals, you must understand it yourself. Classes to reteach these items instead of just methods classes for math in general would be most helpful.

-Most of the Education Courses at the "U" are worthwhile. It is unfortunate that little is offered in this field in the way of summer classes that would be beneficial to teachers who don't want to split themselves into teacher/students during their working months. From Sept. to June I devote myself to my students, and, if I took classes during the regular year, I feel I would be inadequate as the teacher I wish to be. Specifically, I feel a Learning Disabilities class, behavior mod class and innovative instructional materials course should be offered in the summer months. Just because I've a job, doesn't mean I wish to stagnate.

-Concerning #8: I find that a great majority of the discipline problems vanish if I'm properly prepared.

-Have college professors subsitute [sic] teach at least 10 days a year in the levels they teach. You might even have them evaluated as they teach!!

-I just had a student teacher this term from the BYU. She was terrible! I sure hope other colleges are presently doing a better job than the Y. She didn't know how to plan or present materials & she didn't care about learning how.

-I am more than enraged by this survey: Three years ago I was actively and successfully teaching at Cottonwood High. I had completed a Masters

FORM "B" (Teacher), Both Elementary & Secondary, Further Comments, Undetermined Institutions, continued:

degree and was in the process of completing certification requirements when, in mid-year and with less than 14 credit hours to complete, I was terminated by the State Board in its "benevolence" and "wisdom." I finished the 14 hours--NONE of any help in teaching, actual teaching!

-[referring to Question #7] It would be good if one could acquire this skill before the actual teaching experience began. In many cases only the knowledge of this skills [sic] is gained prior to beginning teaching, & the skill itself is gained after the teaching experience begins--Practice makes perfect.

(#8c) There needs to be more emphasis placed on the basic academic goals in education and less on the social and athletic aspects. Teachers are expected to be entertainers (TV type) in order to gain and keep students attention long enough to try to teach them something worthwhile.

-I feel the training given at the university level was not as adequate at the undergraduate level as it could have been. Actual experiences presenting a lesson working with a program, preparing teaching aides and ideas to go with a subject, seeing new programs, comparing ideas and programs was skipped over. One term of student teaching on 9-11 weeks did not prepare me for teaching any subject competently. Lesson plans and teaching of basic subjects to my elementary classes was learned at the graduate level and inservice teaching which is developed too late to benefit the students you meet your first year. Too much work on abstract or philosophy of education was seen as more important than giving us experience, help, and ideas to mull over. Discipline even in courses listed as such was something you had to experience & grapple with alone in your 1st year.

-I graduated in '69--Hard to remember all classes I took--which I found Valuable and not valuable. Don't feel I gave accurate feelings concerning prepreparation [sic] classes in education. Year after teaching career began, this questionaire [sic] would be more useful to you--accurate from my point of view. Sincerely hope this is kept confidential. Thank you.

-Education needs some changes.

-Each year students and many parents grow dissatisfied with the accomplishments of the school system. Perhaps we need to survey the "home" and "work" experience fields to find out if our goals and knowledge are adequate. I generally feel that basics are a must; however, each year I wonder more and more if I know what basics are.

Teachers need to feel that the education process is still more important than television, computers, games, skiing, and other of life's pleasant diversions that each year are given greater emphasis by big-budgeted experimentation programs.

FORM "B" (Teacher), Both Elementary & Secondary, Further Comments, Undetermined Institutions, continued:

Is "writing", for example, really going to be an unnecessary skill; and I don't ask that rhetorically!

-Teaching is something you must enjoy to be successful. Unless you can relate well to students and have a personality that enables you to get along with people you would have have [sic] a difficult time.

I feel my training was beneficial but actual experience teaches you much more. It requires a combination to make a good teacher.

-I am convinced that building good self-concepts in students from the very earliest years can do away with all but extreme cases of bad behavior in school. I am for swinging the pendulum in this direction instead of toward a more violent trend such as spanking.

-Because I was involved in the Child Development program as an undergraduate, I wasn't required to take some Education classes that apparently aren't necessary. Requirements seem to vary greatly from Univ. to Univ. Student teaching experiences can be "sugar-coated" or the student is not involved productively. If the experience came earlier in the program, and individual could then concentrate on his own inadequacies or problems he has foreseen.

-Thank-you so very much for extending the opportunity to me to give input into improving the teaching profession.

Please let me extend a welcome to education students to visit my classroom anytime.

Also, let me say that I could not be the teacher that I am today, if it weren't for an excellent principal who is so supportive.

P.S. I forgot to add that I went back to obtain a master's degree after only one year of teaching experience. It's the best thing I ever did to help my teaching. I would recommend a five year program for pre-service teachers.

-I am sure pre-service experience is much better today than it was 30 years ago when I had mine.

My major area is commercial and fine art, but had pre service experience (student teaching) in a junior high industrial art program. This experience was of little value in starting a career in art education.

-I don't think you can teach a person to teach. College classes are too philosophical. Various approaches to teaching a concept should be covered.

My poorest classes were those in education. In teaching business I feel I have learned more from the jobs I've had (secretarial, clerking, etc.) than I could ever have learned in a classroom.

FORM "D" (Superintendent), Question #3:

Please list some of the pre-service courses or instructional experiences you feel are most beneficial for preparing teachers.

Additional Pre-service Experience in Classrooms

-Internships rather than classes.
-Teacher aide, student teaching, self understanding.
-Internships.
-Student teaching, public relations.
-Student teaching or other pre-service classroom experiences.
-Actual classroom work, tutorial work, in general working with students and organizing activities--not just student teaching where the format of the class is already designed.
-Giving them the opportunity of actually working with children. Realistic classes observing child behavior then seeking solutions to problems.

Human Relations, Public Relations

-Parent conferences, relating instruction to individual needs assessment--lots of student teaching experiences.
-Any course that deals with human relations, understanding people, working together, etc.
-Most beginning teachers start their career with empathy toward individual students, with time, they seem to lose this highly desirable teaching characteristic. How, and what can we do to emphasize better training to develop this characteristic.
-Student teaching, courses dealing with individual differences. Courses offered in understanding of affective needs of students.
-Parent and community relations. Working with colleagues.
-Practical training in human growth and development; working with parents in the educational process--sometimes under stress situations.
-Learning to work with parents, moral and standards.
-Classroom management and working with parents and the public generally.

Learning Theory and Methods of Teaching

-Psychology--human development, interaction analysis, theory of learning, evaluation of needs and progress.
-Philosophy of education. Theories of learning. Learn teaching skills, individualized learning, use of resources in the community and elsewhere.
-Methodology classes in subject matter areas, objectifying planning and preparation.
-Continue emphasis in lesson plans. Understanding student behavior and discipline. Teaching skills.
-Methodology, nature of learning, motivation, and of course sufficient subject matter background in the field of specialization.

FORM "D" (Superintendent), Question #3, responses continued:

Miscellaneous Responses

-Any course from a teacher who used proper methods. Most college teachers teach about but are poor models.
-Discipline techniques, professionalism and ethics, individualization, subject matter.
-Subject content, student teaching, ed psych.
-Working with individual students, working closely with parents, building confidence in students. Teaching work and study habits.
-Financial (school) classroom control--organization of local board of education--and state--expectations from teaching field.
-Teaching reading, education of exceptional children, class management.
-A teacher is no longer just a dispenser of knowledge but a professional who diagnoses needs and prescribes learning modes and experiences that enhance the quality of learning.
-Subject matter, attitudes of teachers to their work and their students, dedication.
-Understanding individual children--prescription to meet needs--enhancing each child's talents and self image--more expertise in developing curriculum.

FORM "D" (Superintendent), Question #4:

Please share any suggestions you may have as to what ought to be added to teacher education programs to more adequately prepare teachers.

Practical Experience, Less Theory

-Keep the classes practical and realistic
-Update the universities, move from the realm of the theorist to the instruction by on the line teachers or less talk more action.
-More practical experience--an intern program for one year.
-More on-the-job practical experiences.
-Less theory, more practical.
-Suggest more experience and more careful selection of student teaching experiences. College supervisors need to be very skilled in working with student teachers.
-A fifth year of actual classroom teaching supervised by a master teacher, or internship. All teachers should be prepared to teach--regardless of grade level.
-A prospective teacher ought to serve one year as an intern following the second year of college training and then return for the fourth year of academic work and orientation.
-Require internships for at least six months.
-Earlier and increased experience with students.
-More practical.

Public Relations, Human Relations

-Courses that will strengthen relations with students, parents, and the community.
-Working with parents. Continued stress of teacher dress and ethics. Courses on humanizing education.
-Classes to teach them to work better with parents, PTA and community.
-Any course that would help teachers to be caring people, particularly about students.

Professionalism

-Greater emphasis on personal and professional relationships.
-Proper dress and standards of ethics. Honest days work for honest days pay. Not philosophy last to come and first to leave.
-There seems to be an attitude change among newer teachers. They look upon their profession as simply a job and they have little loyalty or pride toward their school or the community.

Miscellaneous Responses

-Discipline techniques.
-A key to discipline and learning is management. Exposure to and experience with successful management systems should be utilized.

FORM "D" (Superintendent), Question #4, responses continued:

Miscellaneous Responses, continued

Courses that stress not only human relations but the clinical aspects of teaching.

- Understanding individual children--prescription to meet needs--enhancing each child's talents and self image--more expertise in developing curriculum.
- The governance of schools, child growth and development, preparation for teaching (process).
- The one area I suppose I'm a bit "hung up" on is the need for more instruction for teachers in the learning process itself. I doubt a teacher can ever be maximally effective until he/she understands first how people "learn"--then we can better empathize, individualize, counsel.
- Financial--(school) classroom control--organization of local board of education--and state--expectations from teaching field. More counseling service to prospective teachers--It seems to me that the university advisors oftentimes don't care or understand the feelings and frustrations of prospective teachers. (University teachers are allowed to teach without a certificate or any formal instructions in the art of teaching.)
- For special ed. teachers more knowledge of state regulations and record keeping.
- Special preparation for junior high school instruction, teachers should pass tests in the basics before being assigned.
- Team approach to learning and instruction--individualization of instruction.
- Get the colleges out in the public schools. A professor one year away from public school action is worthless.
- As we strive to reduce teacher/pupil ratio we must better prepare teachers to teach students individually.
- Secondary teachers are still too subject oriented and not student oriented. There is still the college of ed. subject specialists split on college campuses.
- Psychology, human development, interaction analysis, theory of learning, evaluation of needs and progress.

FORM "D" (Superintendent), Question #5:

Please list any courses, requirements, or aspects of pre-service preparation for teachers which you would recommend eliminating.

-None (4 responses)
-I am not that aware of the courses required.
-Reduce the amount of subject matter required. Math teachers are required to have too many math courses.
-Classes that have very little or no relevance to the area of specialization or to [psychology, human development, interaction analysis, theory of learning, evaluation of needs and progress.]
-It appears that the back-to-basics movement may dictate better preparation in basics by eliminating experimental methodology courses.
-"Possibly" delete some theory classes and replace with actual in classroom experience. Possibly several different experiences, ex: Three ten-week experiences or four eight-week experiences. Each experience to be in a different district.
-Many of the time consuming courses in educational history and practice. Many of these courses add very little to the program--many of course depend of the teacher as to their value.
-Drop all ed courses. Let them train in public schools. Get some subject matter base. We have worked so hard to get ed. students to say "I teach children" that they no longer know what to teach them.
-None presently known--each university does it somewhat differently--not fully acquainted with each program to advise.
-Abundance of philosophy. Teaching areas out-of-date and only relating to era of time teacher (professor) was involved in when in public school system.
-General school administration, school health, general psychology.
-Any course that is taught by a poor instructor--or one that is taught by an instructor that is only concerned about research or writing a textbook.
-This is so much a product of the instructor, rather than course content.
-I'm not sure we need as broad an experience in the "general" requirements.
-I am not acquainted with the different universities' requirements. So much depends on the individual student and his/her needs that individualized programs should be established for every potential teacher. We preach that philosophy of individualized instruction in the public schools yet seem to dwell in the ancient art of lecture hall and theory presentation on the college level. Meaningful, needed experiences for actual teaching should be the guide.
-Courses that will enhance the professionalism of [human relations.] Human growth and development is of high priority particularly the elementary and middle school. Beyond the basic introduction in education general courses in history and philosophy of education are of little value.

FORM "D" (Superintendent), Question #6:

Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills listed below. ("Other" might include such things as an internship, acquiring skills during regular teaching only, etc.)

Response Category of "Other (please specify)"

a. Preparing Lesson Plans

Type of Response	Number of Responses
Internship	2

b. Operating Audio-Visual Equipment

One-hour demonstration	1
Internship	1

c. Selecting and Using Instructional Material

Internship	1
Inservice and internship	1
University classes, inservice, and local district	1

d. Subject Matter Knowledge

University classes and regular teaching	1
Internship	1

e. Knowledge of Human Growth and Development

University classes and "all the days of thy teaching"	1
Laboratory type experiences with university	1

f. Handling Classroom Discipline

Internship	1
Internship, university, student teaching, and inservice	1
Actually teaching	1
Internship which combines university classes and student teaching	1
Student teaching and teaching experience	1
Student teaching, inservice, and on the job	1
University, student teaching, inservice, and local district	1
Student teaching and lab experiences early--observation, role playing, etc.	1
Internship and student teaching	1

FORM "D" (Superintendent), Question #6, responses continued:

g. Assessing and Implementing Innovations

Internship	3
All three	1
Local district	1
Regular teaching after background	1
Somehow need to develop strategies and plans comb. of theory and prac.	1

h. Dealing with Colleagues in a Professional Setting

Internship	2
University classes and local district	1
Somehow need to develop strategies and plans comb. of theory and prac.	1

i. Working with Parents in the Educational Process

Internship	2
Inservice but introduction should be made in class at university	1
Student teaching and regular teaching	1
Somehow need to develop strategies and plans comb. of theory and prac.	1

j. Adjusting to Community Morals and Standards

Internship	2
If they don't have it, it is hard to learn	1
Observation of the community one works in	1
On job	1
Somehow need to develop strategies and plans comb. of theory and prac.	1

k. Relating Personally to Individual Students

Internship	2
Internship, university, student teaching, and inservice	1
All three	1
Student teaching and regular teaching	1
Somehow need to develop strategies and plans comb. of theory and prac.	1
Experience	1

l. Evaluating Student Work

Internship	2

FORM "D" (Superintendent), Question #6, responses continued:

1. Evaluating Student Work, continued

Student teaching, inservice, and regular teaching	1
Somehow need to develop strategies and plans comb. of theory and prac.	1

Additional Comments

-Is inservice pre-service?

-Somehow we need to work more closely with the universities establishing better "models" for these areas and relating short thoery sessions with immediate "lab" experiences either observing a model, microteaching, short actual experiences, etc.

Most of the items . . . are not an either or situation and could best be learned in a combination of all situations.

FORM "D" (Superintendent), Question #7:

Which are the three most significant factors that result in poor teaching? (Please rank order the three: 1 = most significant, 2 = next most, etc.)

Response Category of "Other (please specify)"

Type of Response	Rank
Lack of practical experience	1
Personality, ability to relate with others	1
Poor teacher. All are significant factors--difficult to select most important	1
Does not like kids and cannot relate with people	1
Laziness	2
The teacher is not "well-balanced," realistic, has the "head screwed on right" does not know how to live in the real "world"	3
Many people have limitations including all of the above--and should not have been encouraged to go into the teaching field	7

FORM "D" (Superintendent), Question #8:

If you had it to do over again, would you choose education as a career?

-I love teaching, but the situation with court system, problem parent, fighting for income increases, is hard to handle.

FORM "D" (Superintendent), Question #9:

Please evaluate the performance of your professional colleagues in the following areas.

Response Category of "Other (please specify)"

	Inadequate Performance	Adequate Performance	Superior Performance
I. School Counselors			
-Working with staff	x		
II. Principals			
-Financial	x		
III. Teachers			
-Financial (school)	x		
-Community relations	x		
IV. Supervisors			
-Subject matter knowledge		x	
V. Other Superintendents			
-Backbone		x	

Additional Comments to "V. Other Superintendents"

-Your questionnaire is entirely inappropriate in this area!

-I know so little about the various superintendents' abilities in the seven areas mentioned that I hesitate to complete it. I can rank myself: a-4, b-3, c-4, d-3, e-3, f-5, g-5. It's impossible to do and be as good as one should in all of these areas.

-I can't do this when I don't see them at work.

-Cannot evaluate.

-All items in #9 seem too general to be meaningful.

-It is impossible to generalize on [this] set of questions because each individual brings different strengths, perception and weaknesses to the role they are expected to perform.

FORM "D" (Superintendent), Further Comments:

-It is extremely difficult to complete this questionnaire. As I read the question I think of people who have been poor in that area or I think of people who have been good. My people are all of the way along the continuum. I am afraid my responses may reflect my most recent and traumatic experiences and not do justice to many of my people.

-I am sure you are aware that there can be no cut and dried answer to any single question in education. To each question posed there could be an in-between check depending on the individual you are thinking of in relation to the question. The questionniare was interesting, but very general.

-A teacher has a tremendous effect on the learning climate in the classroom. What one teacher has said: "I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. It can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crises will be escalated or de-escalated, and a child humanized or dehumanized. [This was quoted from a photocopy returned with the questionnaire.]

-The greatest need in colleges and universities as it relates to teacher education programs is competent personnel to screen, admit and teach prospective teachers. Generally speaking, the teaching staff is good, but like the public schools there are many that should not be teaching.

-First year teachers fail mainly from lack of ability to manage a classroom of students and poor discipline procedures. Then follows closely the item called public relations--the ability to communicate with students, parents, and the general public.

FORM "C" (Teacher), Question #1:

Please indicate your assessment of the following teaching skills, "a' through "m", as to importance for successful teaching; also indicate the extent to which your pre-service preparation was adequate. (Please circle appropriate number.)

Response Category: "m. Other (please specify)"

-Motivation (4 responses)
-Skills for teaching, reading.
-Reading skills (or other basic skills for students at lower grade levels).
-Teaching skills--math, reading, etc.
-Teaching language skills.
-Dealing with other cultures in the classroom.
-Controlling temper.
-Personal standards.
-Adjusting to all levels.
-Budgeting finances.
-Conduct day to day classes.
-Classroom time management.
-Classroom management.
-Organizing for the total day.
-Long range planning (yearly), short range planning (monthly and weekly).
-Organizational structure.
-Classroom management, behavior modification.
-How to start right the first day.
-Attitude.
-Speaking in front of a group. Delivery and word flow.
-Working with large groups (e.g. a whole class).
-Develop philosophy of teaching.
-Record keeping and grading (2 responses).
-On a secondary level--extra curricular requirements
-Recognition and handling of learning disabilities.
-Promoting bi-lingual, bi-cultural education.
-Handling discipline situations with members of the opposite sex as now influenced by Title IX, i.e., girls' P.E. dealing with males in class, etc.
-Actual classroom experience.
-Having the proper personality to begin with, a trait "ingrained" at Westminster College education program.
-Working with school boards.
-Getting realism into preparation not just idealism.
-Expand their frame of reference.
-Knowledge of working with 7th and 8th grade students.
-"k" and "l" make all the difference because abilities and personalities differ drastically in each and every class of students.
-Relating to student attitude toward education.
-Positive reinforcement, type of grading, student efforts.
-Appreciation of my profession.
-How to deal with administrators.

FORM "C" (Teacher), Question #1, "m":

-Practical approach to classroom discipline (not theory).
-On lesson plans--I do not believe the rigid form we were taught--but preparation is necessary.
-My pre-service training was so long ago, I cannot feel that it is percinent to a current survey.
-College prepares one for an ideal classroom, public schools are not ideal!
-When I was in college the approach to classroom management was somewhat unrealistic and idealistic. I have found that it isn't quite they way they described it.
-My training for my Master's Degree was actually more useful because I knew what I needed.
-I feel it should be explained that I took the minimum number of hours required in the field of education as I was enrolled in another college. This may account for my preparation being less than adequate in so many areas. However, I'd do it again the same way.
-It may be that I received more help in the #1's than I remember and there could be classes that I didn't take that would have given more help.

FORM "C" (Teacher), Elementary, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experience and approximately how many).

Subject: Reading

BRIGHAM YOUNG UNIVERSITY

-Required classes and student teaching.
-12 Semester hours.
-University classes.
-In Ed. 350 program.
-4 semester hours in teaching strategy.
-One three-hour class after student teaching.
-Workshops and extra classes.
-Student teaching.
-One course - teaching in three different classes (student teaching).
-Many and varied--excellent mini course from Dr. Lillian Gray, at San Josea.
-College and workshop.
-Adequate.
-Several reading classes at BYU.
-Many courses, methods, remedial, for the gifted.
-Approximately 2 classes.
-Three classes: Reading in Elementary School (lower division), Reading in Elem. School (graduate), Curriculum in the Elem. Schools.
-One college course.
-ECRI this fall.
-Required courses.
-Reading classes--four or five.
-About two days of Etna Reid Reading Program.
-Elem. school reading (perhaps 5 hours).
-One--then took summer classes after first year of teaching.
-One reading methods class--3 sem. hrs.
-One reading class, student teaching.
-I had several reading classes, but have felt something was missing as to what to do with 30+ students when the teacher is working with two or three--especially in small rooms.
-Very general courses (about 2).
-Remedial reading teacher on secondary level, tutor privately.
-Courses required for B.S. in Elem. Ed.
-One language arts class, on the job training, one class reading skills, children's literature. I have had some inservice workshops on reading, approximately 6.
-Student teaching and on campus one reading class, one language arts class.
-I had the required classes for graduation. I cannot list exactly what.
-Language Arts & Reading, Individualized Reading.

FORM "C" (Teacher), Elementary, Individual Responses, Question 3, Reading, continued:

SOUTHERN UTAH STATE COLLEGE

-Two classes (elementary and diagnosis).
-Very little.
-Many and varied classes--felt prepared very well.
-Teaching reading--remedial reading.
-Reading classes (3).
-One class taught--very inadequate for such an important subject.
-Literature, teaching reading in elem.
-Two reading courses.

UNIVERSITY OF UTAH

-U methods classes--district inservice classes.
-I can't remember - but, I feel not adequate.
-About three required college courses.
-None.
-Only as part of 4 hr. Language Arts.
-One basic three-hour reading class.
-Teaching beginning reading in elem.
-Methods--abt 3 or 4 classes, including remedial, primary methods, lang. arts methods.
-One language arts class.
-One methods class, as I recall.
-Teacher's Training 2 qrts., one methods class.
-Practicum experience of four weeks [simultaneous with other areas].
-I had a class where we listened to lectures on theories not at all related to reading. It was an extremely frustrating experience.

UTAH STATE UNIVERSITY

-Adequate.
-1 - 1, 6 wks.; student teaching, 12 wks.
-Several reading classes, methods, phonics.
-Teaching of Reading (1 class).
-Teaching Reading Skills, tutoring.
-One five-hour class--dealt more with vague concepts than specific techniques.
-Two classes--children's literature.
-Children's literature
-One three-hour class.
-One 3 hr. methods class.
-College courses, workshops, actual teaching.
-Summer workshops have helped most--college courses are irrelevant.
-Elem Ed Reading Series of 3 class, plus Dis-tar.
-Methods class--soph. jr. Bloc, student teaching.
-"Teaching Reading Class"--excellent class.
-One class (one quarter) in How to Teach--three quarters experience in teaching, but not in teaching me how.
-Teaching Reading El Schools, Improving Teaching of Reading.

FORM "C" (Teacher), Elementary, Individual Responses, Question 3, Reading, Utah State University, continued:

- "Teaching of Reading" and "Children's Literature".
- Phonics, Literature, Story telling, Fund. of Reading.
- Two classes in teaching reading--also the teacher training experience.
- One quarter Teaching Reading.
- Reading classes in college and experience.
- One class.

WEBER STATE COLLEGE

- Two 3-hour classes - (1) philosophy, (2) actual teaching skills.
- Part of one class.
- Eng 130, Ed. 136, 137, 106, 104, 100.
- Teaching reading in the Elementary Schools, one class.
- Two classes--one for primary grades, one for 3 through 6.
- Regular required reading classes for Elem. teachers.
- At least 15 hours, 2 Wilkit blocks, 4 specific remedial reading classes.
- Two courses dir. related but inadequate (6 hrs).
- Three classes.

WESTMINSTER COLLEGE

- Child Lit. & Teaching reading in the El. Sch.

OTHER INSTITUTIIONS

- None as I was in Secondary Education.
- Required classes plus several workshops.
- Children's Lit class, Teaching Reading class.
- Undergraduate, language arts; graduate, inservice workshops, approx. 25 sem. hours.
- One 4 semester unit class. When I student taught in reading, I merely followed the precise directions ("cookbook teaching") of my master teacher.
- College level, graduate and workshops.
- Lang. Arts for Elem Teach. 3 Sem hrs.
- Three college classes.
- Reading, Language Arts.
- Regular Ed class requirements.
- Teaching children to read (2), Children's Literature (1).
- Inservice.
- Fifteen quarter hrs. of undergraduate courses in reading, 9 quarter hours of improvement of reading instruction, graduate.
- Methods one semester.

UNDETERMINED INSTITUTIONS

- U Sail - 6 yrs, Slingerland [sic].
- One semester.
- Three courses reading and language arts.
- Teacher Educ.--Elem. Reading Methods/Political Science-Public Admin.

FORM "C" (Teacher), Elementary, Individual Responses, Question 3, Reading, Undetermined Institutions, continued:

-Student teaching 2nd and 3rd grades (average students).
-None as I was a composite mus. major.
-Other than student teaching, I had only 1 or 2 reading classes--did not cover specific skills at that time. This has been changed in today's reading classes.
-Reading Methods & Reading in the El. School (worthless).
-One-half quarter hour.
-Required Elem. Ed. courses.
-Approx. 4 hrs. in college courses, student teaching, inservice experience.
-One year at U of Utah, one yr. at Westminster Coll.
-Two classes in the Teaching of Reading, one literature class.
-Ed 102 Story telling, Ed 508 Beginning Reading, Ed 519 Lang. Arts, Thea 103 Line Reading, Ed 516 Childs Lit, Ling 120 Intro Study Lang., (I had a # of speech and theatre classes that have proved helpful in teaching reading.)
-Student teaching--2 quarters--orientation--1 qtr.
-40 hrs. reading speciality.
-4 Wilkits--field experiences and student teaching.
-One semester of class--fairly good training.
-Two - one a L.A. class--general, one a general reading class.
-Reading and Language Art Classes, Actual classroom experiences.
-Majority of classes (over 5).
-Little help during college. Workshops while teaching. Learned mostly by digging in and finding the ways that work best for me by following some teacher manual helps and other teacher tested ideas.
-Student teaching workshops and one reading class.
-Two or three classes.
-Language arts, reading content courses - wk. in class (practical experience).
-Limited experiences, need more diagnostic exper.
-Ed 350 at BYU.
-Teaching Reading - 1.
-One class--Reading in Elem School for Elem Certificate; Majored in Eng. Lit for Secondary Cert., no rdg class though. The required reading class at U of U [Reading in Elem. School] was concerned with children's lit. & types of reading programs--NOT with teaching reading. I learned to teach reading from on the job training and classes taken after being hired at the reading center.
-Reading--Wilkits (Weber State), learning disabilities program (reading practicum lab), working in school (with reading) with teacher corps program.
-One methods class--read only a part.
-One class--reading methods.
-Very little.
-Perhaps one class in teaching reading.
-I minored in this subject area.
-All reading classes offered.
-Two or three courses, several tutoring exp.

FORM "C" (Teacher), Secondary, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Subject: Reading

BRIGHAM YOUNG UNIVERSITY

-None. [14 responses]
-No really reading training before teaching.
-Reading minor approx. 36 hours.
-None--secondary.
-Regular course through university.
-I don't remember having anything but basic required courses in teaching reading. There could have been more.
-Limited.
-Reading in the Content Area--5 credit hours.
-12 hrs. (quarter).
-1.
-None--major art, minor speech.
-English (freshman), The Short Story.
-For B.S. - one class (3 hr) in rdg, one class (2 hrs) in Child Lit. For Doctorate (oodles).
-English 12 hr. Not adequate for reading.
-English Teaching Methods class.
-No classes in just reading or how to teach it in content area.
-Nothing particular.
-English, Literature, Foreign Language.
-English 3.
-Teaching class prior to my actual teaching.
-I teach shorthand and I had training in how to read and teach the reading of it.
-Elementary Reading, English 101, nothing particularly relating.
-Speed reading.
-No classes or specific training.

SOUTHERN UTAH STATE COLLEGE

-English 111-112, expository writing, poetry, literature, methods of English.

UNIVERSITY OF UTAH

-None. [6 responses]
-Speed reading and dumbell reading for my needs.
-None--not even as an English major!
-0.
-Tutoring, testing, programs (1 or 2 courses).
-No special reading classes.
-None--I have since taken graduate courses.
-Five hours.
-Three hours.

FORM "C" (Teacher), Secondary, Individual Responses, Question 3, Reading, continued:

UTAH STATE UNIVERSITY

-None. [10 responses]
-Three reading classes.
-Two inservice classes.
-Class not taken specifically.
-English and Literature.
-Literature (3 courses).
-Five qtr hrs.
-Own reading experiences and those required in college courses.
-Very little--psychology classes only (training on my own since).
-Education Psychology and child development.
-None--had inservice classes.
-Reading 610 class.
-One graduate level "How to teach reading" class.
-English and spelling skills in reading.
-Much reading in all areas of preparation.

WEBER STATE COLLEGE

-None. [3 responses]
-Wilkits dealing with reading.

WESTMINSTER COLLEGE

-None.

OTHER INSTITUTIONS

-None.
-None per se.
-Inservice training.
-Courses in teaching of reading and literature.

UNDETERMINED INSTITUTIONS

-None. [22 responses]
-Very little. [2 responses]
-Ten hours.
-Elementary school, high school--college--speech (3), literature (4 or 5), language arts minor.
-I did not take any courses in how to teach reading.
-0.
-Diagnosis and treatment of learning diabilities.
-Took a rapid reading class.
-I'm trained in teaching English.
-None (9 hrs graduate work).
-None other than general English requirements.
-No classes.
-All teachers in my undergraduate university took one 3 hour course in reading skills. English major--reading dynamics, phonetic alphabet.

FORM "C" (Teacher), Secondary, Individual Responses, Question 3, Reading, Undetermined Institutions, continued:

-Teaching Reading in the Secondary Schools - totally inadequate.
-Two classes in Elementary.
-Secondary and elementary.
-Reading dynamics class.
-Plenty.
-I got a certificate in remedial reading.
-None whatsoever.
-Adequate.
-Some reading background in English, etc.
-This was never thought of when I attended school.
-School system.
-Zip.
-Lack 9 hours for English minor.

FORM "C" (Teacher), Elementary and Secondary, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Subject: Reading

BRIGHAM YOUNG UNIVERSITY

-General English requirements, Shakespeare?, Am. Lit.

SOUTHERN UTAH STATE COLLEGE

-Secondary Methods course required reading skills.

UNDETERMINED INSTITUTIONS

-None. [5 responses]
-"Many" (under excellent leaders of U of U).
-Literature (childhood), student teaching.
-3 or 4 classes and teaching reading in student teaching.
-Average college classes.
-One method class.
-No reading class but some reading in major area.
-Grade school.
-n/a.
-Rapid reading course--Weber State.
-Classes in teaching reading and working in classrooms.
-Three classes--basic reading.
-Many R. Reading, Basic Reading Dyaiss [sic] about 20 or more.
-Methods classes only.
-15 credit hours secondary, 19 credit hours elementary.
-One course in teaching reading.
-12 hours.

FORM "C" (Teacher), Undetermined Levels, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Subject: Reading

UTAH STATE UNIVERSITY

-Gen. course.

WEBER STATE COLLEGE

-Minor 20 hours + 2 others.

UNDETERMINED INSTITUTIONS

-None.
-None as such.
-Required classes in the "Teaching of Reading."
-Quite a lot.
-Graduate school.
-Workshops by book company--college classes--2 or 3 courses.
-Reading methods 1 class, Lang. arts 1 class.
-Teaching reading, 9 course.
-None. Certified in Homemaking Ed.
-6 theory, methods, 2 language, phonics, and student teaching.

FORM "C" (Teacher), Elementary, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Subject: Metric system of measurement

BRIGHAM YOUNG UNIVERSITY

-None. [19 responses]
-3 Sem hrs.
-Workshops.
-In Ed. 350 program.
-Experience in math teaching strategies.
-3 hr class for recertification.
-2 hr workshop.
-Very good one from Bill Hansen Davis Co.
-Faculty study groups.
-One class.
-No direct instruction.
-Math classes - 3.
-None whatsoever.
-0.
-Never had any; however, [I] am enrolled in workshop at end of school year.
-Metrics were not taught then.

SOUTHERN UTAH STATE COLLEGE

-None. [6 responses]
-Math class (1).

UNIVERSITY OF UTAH

-None. [9 responses]
-None except "on my own."
-0 training.
-None (pre-service). Had inservice.
-Interest center approach.

UTAH STATE UNIVERSITY

-None. [10 responses]
-Limited.
-Classes.
-None--learned in travel and living abroad.
-2 class--metrics in Elem School.
-Inservice.
-Had no training.
-Summer workshop 1976.
-Math for the Elem Class.
-Methods class--Soph Jr. Bloc, student teaching.
-None (taken while teaching).
-About 2 weeks in Math for Teachers.

FORM "C" (Teacher), Elementary, Individual Responses, Question 3, "Metric System of Measurement", Utah State University, continued:

-A little, in one Modern Math Class.
-Graduate course this winter.
-[I] am planning a class this summer.

WEBER STATE COLLEGE

-None. [6 responses]
-0.
-1 class.

WESTMINSTER COLLEGE

-None.

OTHER INSTITUTIONS

-None. [8 responses]
-Sci. for Elem Teach., 2 1/2 Sem Hrs; Math for Elem Teach. 3 Sem hrs.
-1 inservice session.
-1 class.
-Inservice.
-Limited to 3 hrs inservice.
-Unit in science class.

UNDETERMINED INSTITUTIONS

-None. [18 responses]
-0.
-22 months living in Europe.
-1 class at U of U.
-None yet.
-None. None of the Elem. Ed. classes touched metrics.
-No training.
-Math class--2 class periods.
-Application course, classroom experiences.
-3 math courses.
-1 class (quickie).
-Ed 350 is all just touched it.
-Touched briefly in one math class.
-Weber State, Math 108, Math 109.
-Military electronics experience--no classes.
-Had no training at all.
-Some in an elem. ed math class.
-Elem. Math courses--Gen math--statistics.
-Elem. Math 1.

FORM "C" (Teacher), Secondary, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Subject: Metric system of measurement

BRIGHAM YOUNG UNIVERSITY

-None. [22 responses]
-0. [2 responses]
-Science classes.
-None--self learned.
-Special workshops.
-None (1945-49)
-None on college level.
-Science classes (physics and chem.) about 15.
-Vocational workshop.
-Physics, chemistry, etc.
-Physics 17 hrs, Chem 20 hrs.
-Some math classes touched on it. State Math Teacher's Convention in Idaho last year when I taught there.
-This was before such. My training preservice was not. [sic]
-Chemistry.
-None, but I desperately need it now!
-No classes or training.
-Just what we used in 3 chemistry and 3 foods classes.
-3 years chemistry, 2 years physics. Got it in engineering courses--none in Ed. classes.

SOUTHERN UTAH STATE COLLEGE

-None.

UNIVERSITY OF UTAH

-None. [10 responses]
-In science classes I have taken. Chemistry minor (physics).
-0.
-Used in science classes.
-Very little.

UTAH STATE UNIVERSITY

-None. [13 responses]
-Various science and math classes.
-U.S. Navy 2 1/2 years.
-Just used in course work.
-Sciences.
-Chemistry and physics.
-This wasn't important when I went to college, but workshops have helped fill me in.
-Some in foods classes.

FORM "C" (Teacher), Secondary, Individual Responses, Question 3, "Metric System of Measurement", Utah State University, continued:

-Science classes--chemistry, food science.
-Some--mainly due to subject matter, i.e., electronics, physics, chemistry.
-Science major; therefore, much metrics used.
-None--had inservice class.

WEBER STATE COLLEGE

-None. [3 responses]
-Self.

WESTMINSTER COLLEGE

-None.

OTHER INSTITUTIONS

-None. [3 responses]

UNDETERMINED INSTITUTIONS

-None. [28 responses]
-0.
-Chemistry, Food Science.
-One hour.
-No preparation.
-Ext. courses U.S.U.
-Nothing.
-I'm a math major.
-None as such (As a science teacher, I received this in science classes).
-Exposed to it as an integral part of some math courses.
-University physics (1 yr).
-Through mathematics and chemistry classes.
-1 - 3hr course in "Methods in Teaching Science."
-Chemistry was the only course which I received it in.
-Learned in science classes.
-Many.
-None back in 1946 ect.
-I'm a chemist so no trouble.
-Hardly touched on this.
-This was not thought of when I attended school.
-College courses.
-Chemistry, physics classes (40 hrs).

FORM "C" (Teacher), Elementary and Secondary, *Individual Responses*, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Subject: Metric system of measurement

BRIGHAM YOUNG UNIVERSITY

-None.

SOUTHERN UTAH STATE COLLEGE

-None.

UNDETERMINED INSTITUTIONS

-None. [14 responses]
-Nil.
-Self taught.
-Degree in math/physics.
-Social Research Class--Weber State, some metrics.
-1 course--elem. math.
-Just finished a very short workshop in school where I am now teaching.
-0.

FORM "C" (Teacher), Undetermined Levels, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Subject: Metric system of measurement

UTAH STATE UNIVERSITY

-Some in chemistry.

WEBER STATE COLLEGE

-0.

UNDETERMINED INSTITUTIONS

-None. [5 responses]
-None. Certified in Homemaking Ed.
-2 included in theory and methods.
-None as such.
-3 quarter hours.
-20 years ago it wasn't done.

FORM "C" (Teacher), Elementary, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Subject: The free enterprise system

BRIGHAM YOUNG UNIVERSITY

-None. [15 responses]
-Economics.
-0.
-University classes.
-Only experience in general requirements.
-College, workshops.
-Economics workshop at BYU.
-Little--1 class in economics.
-Life of hard knocks.
-No direct instruction.
-Social science composite major.
-None whatsoever.
-Very little if any.
-Very small portion of Amer. Hist. class.
-One inservice class, several lectures and discussions.

SOUTHERN UTAH STATE COLLEGE

-None. [5 responses]
-Barely touched on.
-Economics (1).

UNIVERSITY OF UTAH

-None. [6 responses]
-None, except on my own.
-1 economics class.
-None except Intro. to Econ.
-Discussed advantages and disadvantages.
-None (preservice), had inservice.
-Two week practicum teaching.

UTAH STATE UNIVERSITY

-None. [10 responses]
-Some.
-Classes.
-None as such.
-3 5hr - economics classes.
-Had no training other than what I would pick up from different sources.
-Social Studies for the Elem.
-None (taken while teaching).
-In Hist. & Pol. Sc classes.
-An economics class.

FORM "C" (Teacher), Elementary, Individual Responses, Question 3, "The Free Enterprise System", Utah State University, continued:

-Economics.
-I'm not too excited about this.

WEBER STATE COLLEGE

-None. [4 responses]
-Based on history and political science classes.
-131, US History 10_, 131.
-In relation to Elem. Math.
-Many political science and history classes. No specific education classes. History major--political science minor.
-0.

WESTMINSTER COLLEGE

-None.

OTHER INSTITUTIONS

-None. [6 responses]
-Course in economics.
-Social studies class.
-Undergraduate--Eco History, Cont. Am Soc approx 6 hours/semes.
-World History 6 Sem Hrs, Am. Hist. 10 Qtr Hrs.
-0.
-Social Studies.
-Economics (1).

UNDETERMINED INSTITUTIONS

-None. [13 responses]
-Economics.
-0.
-Introduction to Economics/Political Sc.-Public Adminis. History--American Heritage.
-A very thorough economics class but not adapted to elementary students. College level.
-Economics--Mini Society.
-2 economics workshops.
-Mgt. Pers. Finan 120. As I remember this was the class I learned most from but it had nothing to do with my major.
-No training.
-Very little emphasis in any class.
-Economics class.
-None or little.
-?
-No experiences.
-Intern in Ele School with mini society system.
-I spent many years in business as a participant and graduated in Business Adm. Teacher Training gave nothing.
-1 class.

FORM "C" (Teacher), Elementary, Individual Responses, Question 3, "The Free Enterprise System", Undetermined Institutions, continued:

-Adequate.
-No training at all.
-In political science.
-Social studies, economics, sciences.
-In a SS class 1.

FORM "C" (Teacher), Secondary, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Subject: The free enterprise system

BRIGHAM YOUNG UNIVERSITY

-None. [12 responses]
-Economics. [3 responses]
-Only in General Ed. Political Science class.
-Economics minor.
-Very little.
-College Econ.
-I have a fairly strong background in sociology, economics, and history, but no Ed. classes in this area.
-Limited.
-Overview classes--practical experiences in on the job training.
-1.
-One class in American Heritage.
-Meager.
-Political science and economics classes.
-Econ 3 sem hours History 9.
-Various St. Gov't classes, Economics, History.
-Many economics classes, 3 or 4 or more.
-History, management 2.
-Various history courses.
-Economics (basic).
-History 170.
-Economics, Consumer Ed., Sociology.
-Some--I have forgotten.
-I completed a 6 SH course in economics.
-No classes or specific training.
-2 economics courses.

SOUTHERN UTAH STATE COLLEGE

-Economics, Economic History of U.S.

UNIVERSITY OF UTAH

-None. [9 responses]
-0.
-2-3 Educ. classes.
-Economics.
-Economics, finance 10 hrs.
-20 hours.

UTAH STATE UNIVERSITY

-None. [10 responses]
-23 hours of economics.

FORM "C" (Teacher), Secondary, Individual Responses, Question 3, "The Free Enterprise System", Utah State University, continued:

-Class not taken specifically.
-Total program.
-I'm not even sure what it is.
-Home management class.
-Economics 1.
-Quite a bit of training in this area--Classes in ITE all covered this, some--one or two--in detail.
-Had only about 2 subjects that dealt with the free enterprise system to a slight degree.
-U.S. History 100 at Ricks College.
-General history--common sense.
-Economics courses (2). Through Future Business Leaders national project of supporting free enterprise.
-Some formal--much more on my own.

WEBER STATE COLLEGE

-None. [3 responses]
-Economics, accounting (Business Education major).

WESTMINSTER COLLEGE

-None.

OTHER INSTITUTIONS

-None.
-Various courses in sociology and economics.
-We touched on this in a history class.

UNDETERMINED INSTITUTIONS

-None. [18 responses]
-Economics.
-Very little--history classes in high school.
-Twenty hours.
-Value clarification.
-One Consumer Finance, 4 or 5 history classes and government classes.
-No preparation.
-A little.
-0.
-I.A.C.P. Production Technology.
-Discussed in political science class in college.
-This training or instruction, I got below or before going to college.
-Very little in history classes.
-History (48 qtr hrs).
-Emphasized in most undergraduate course. Assimulation games were used in history courses.
-History 170, History--U.S. Constitutional History, Economics 101, 105.

FORM "C" (Teacher), Secondary, Individual Responses, Question 3, "The Free Enterprise System", Undetermined Institutions, continued:

-Touched on it in history.
-Some, but not enough.
-Econ. B.A. ETC.
-Economics, Government, Political Geogr.
-Marketing classes.
-Very little.
-No special classes--general information.
-Minor in economics.
-Only basic knowledge, mainly from American Hist classes.
-Some social studies classes.
-This was never thought of when I attended school.
-Actual practice.
-Zip.
-Economics, Bus. Law.

FORM "C" (Teacher), Elementary and Secondary, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Subject: The free enterprise system

BRIGHAM YOUNG UNIVERSITY

-None.

SOUTHERN UTAH STATE COLLEGE

-None.

UNDETERMINED INSTITUTIONS

-None. [8 responses]
-I'm not sure I understand this one fully.
-None to speak of.
-Taught in three of my geography classes.
-Formally none.
-Economics 12 hours.
-More emphasis needed.
-History class, personal finance.
-U.S. History class, Weber State.
-History classes as an undergraduate.
-Practice it, have had no formal education in subject as such.
-0.

FORM "C" (Teacher), Undetermined Level, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Subject: The free enterprise system

UTAH STATE UNIVERSITY

-None.

WEBER STATE COLLEGE

-0.

UNDETERMINED INSTITUTIONS

-None. [5 responses]
-B.S. degree level economics.
-Workshop--no credit.
-2 classes & several experiences.
-Economics, but not in educations & government.

FORM "C" (Teacher), Elementary, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Skill: Teaching in a multi-culture classroom

BRIGHAM YOUNG UNIVERSITY

-None. [17 responses]
-0. [2 responses]
-Workshops.
-No real experience.
-O.L.P. training after 1 yr. of teaching.
-22 years of experience in self-contained classroom.
-One class.
-4 in service classes.
-All of these [including teaching gifted and handicapped students] were covered in one class on problems found in the Elem. Schools.
-My minor--very detailed.
-Required courses.
-ESL - 2 - 4 yrs. exper. teaching on Navajo reservation.
-2 yrs. exp. in class.
-Teachers are not prepared for reading groups in large classrooms. What do you do with individuals when you're working with other individuals.
-Yes, deprived, racially different.
-I am judging this on my regular college classes, not on the many classes I've taken since.

SOUTHERN UTAH STATE COLLEGE

-None. [5 responses]
-Some.

UNIVERSITY OF UTAH

-None. [8 responses]
-None, university class (I saw one in operation).
-Mentioned in Elem. Ed classes occasionally.
-Student teaching.
-Took a specific class on this subject.
-Practicum of ten weeks [simultaneous with other skills and subjects].

UTAH STATE UNIVERSITY

-None. [12 responses]
-Some.
-Classes.
-None--picked up through experiences with ethnic groups.
-Had a workshop.
-Sp Ed classes.
-Student teaching.
-None specifically. Soc studies seemed to cover it adequately.

FORM "C" (Teacher), Elementary, Individual Responses, Question 3, "Teaching in a Multi-Culture Classroom", Utah State University, continued:

-Experience mostly--1 quarter by accident.
-Only student teaching.
-None (specifically--some generally).
-Glasser's methods of Discipline.
-Practice.

WEBER STATE COLLEGE

-None. [2 responses]
-An actual teaching experience in multi culture.
-One classroom experience 1 day.
-Regular college class[es] were sufficient if a teacher individualizes.
-Yes classes in management.
-0.

WESTMINSTER COLLEGE

-2 yrs. as a member of a bi-lingual, bi-cultural parent advisory board.

OTHER INSTITUTIONS

-None. [7 responses]
-Social studies class, student teaching experience.
-Bi-cultural and bi-lingual workshop--inservice 8 hrs (Gallup, N.M.), 3 yrs exper.
-Psychology.
-0.
-Nothing.
-No real training.
-1 quarter.

UNDETERMINED INSTITUTIONS

-None. [10 responses]
-Several racially mixed classes.
-4 years teaching.
-Less than adequate.
-None in pre-service, have had this situation in teaching experience.
-Psychology of Ed. covered this quite adequately.
-Teacher Aid for 1 quarter in a classroom in Central City.
-Several classes for M.Ed.
-1 yr teaching experience with Indian students in my classroom.
-2 yrs teaching Central City.
-Experience in the classroom.
-Cu Fd 503 Minority Pub. Sc.; Ed 565 Cult Diff Learn.
-No training.
-No pre-service.
-Simulated classroom situations.
-I taught in a multi-culture class in Az. and just had to manage how I thought would work best.
-On the job experience.

FORM "C" (Teacher), Elementary, Individual Responses, Question 3, "Teaching in a Multi-Culture Classroom", Undetermined Institutions, continued:

-Extensive at Edith Bowen Lab School, USU.
-Not too much.
-Student teaching for Sec. Cert in multi-cultural classrooms (Hawaii).
-Worked as intern for teacher corp in two inner-city schools.
-None in school--personal acquaintances of many races.
-No training.
-Don't recall.
-Sociology, psychology, actual work with children from other cultures.
-Tutoring and observing exp. through Ed. classes.

FORM "C" (Teacher), Secondary, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Skill: Teaching in a multi-culture classroom

BRIGHAM YOUNG UNIVERSITY

-None. [19 responses]
-Student teaching. [2 responses]
-Touched on in Psychology and Creative Dramatics.
-Some tutoring--no group experience.
-Ed. psychology.
-Very little training.
-4 hrs.
-Very little.
-None for B.S.; for Doctorate, 30 hrs.
-Only what I could get from Sociology classes.
-40 hrs Spanish.
-0.
-None specific except for own experiences in foreign country.
-Education, methods.
-Chicano Studies.
-Teachers Education Courses.
-Classroom.
-No classes or specific training.

SOUTHERN UTAH STATE COLLEGE

-None.

UNIVERSITY OF UTAH

-None. [10 responses]
-1 course (Culturally Different Student)
-0.
-Dealt with as it related to Child Psych, Content courses, Ed. Theory, generally sufficient.
-Experience as student and student teacher.

UTAH STATE UNIVERSITY

-None. [16 responses]
-Class not taken specifically.
-Experience only.
-None. I have gone back for more schooling, but had no exposure as an undergraduate.
-Student teaching experience.
-No training in this area.
-Social psychology.
-Student teaching.
-Touched on this in some college classes.

FORM "C" (Teacher), Secondary, Individual Responses, Question 3, "Teaching in a Multi-Culture Classroom", continued:

WEBER STATE COLLEGE

- -None. [2 responses]
- -I am bilingual--live in multi-cultural area.
- -Experience in Arizona schools.

WESTMINSTER COLLEGE

- -1 course.

OTHER INSTITUTIONS

- -Extensive--I student taught in a multi-culture school. My college TA experience was multi-cul.
- -Workshop in Teaching multi-lingual children.
- -I did practice teaching in this group.

UNDETERMINED INSTITUTIONS

- -None. [26 responses]
- -No preparation [2 responses]
- -Practical experience at Clovis High School near Fresno, Calif. 9 years.
- -One hour.
- -0.
- -Had experience through college classes.
- -Can't remember any.
- -Have done this in California.
- -None (other than student teaching experience in ghetto area).
- -None. My preparation in this area has been of my own making. I feel semi-confident--but have taken no formal classes.
- -It was mentioned briefly in Teaching English in the Secondary School.
- -Few.
- -(1) Foundations of Cultural Education, (2) History Teaching Methods, (3) Ed. Psychology.
- -Just exposed in some education classes.
- -2 courses.
- -Good classes.
- -Got enough help and training.
- -No classes.
- -None whatsoever.
- -Very little done when I went to school. They are important today.
- -Zip--discussions, Sec. Ed.
- -Empathy and love of students.

FORM "C" (Teacher), Elementary and Secondary, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Skill: Teaching in a multi-culture classroom

BRIGHAM YOUNG UNIVERSITY

-Mini course.

SOUTHERN UTAH STATE COLLEGE

-None.

UNDETERMINED INSTITUTIONS

-None. [12 responses]
-Best learned through experience?
-Minority class.
-No training in this area.
-Sociology workshop.
-(Post Grad) Class U of U--Cultural Foundations 503.
-Some classes and student teaching.
-Student teaching.
-Worked in a Hebrew school in the East.
-0.

FORM "C" (Teacher), Undetermined Level, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Skill: Teaching in a multi-culture classroom

UTAH STATE UNIVERSITY

-None.

WEBER STATE COLLEGE

-0.

UNDETERMINED INSTITUTIONS

-None. [7 responses]
-Workshop in Ethnic study--Have work[ed] with many different racial grouping.
-Student teaching in mixed area.
-20 years ago it wasn't done.

FORM "C" (Teacher), Elementary, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Skill: Teaching gifted students

BRIGHAM YOUNG UNIVERSITY

-None. [14 responses]
-3 sem hrs.
-Workshops.
-Ed 300.
-No real experience.
-One class.
-Limited.
-General college class.
-Very little.
-This was included in my Master's Program, but not in my pre-service (B.S. degree).
-Special Reading for gifted.
-Covered [along with multi-culture and handicapped] in one class on problems found in the Elem. Schools.
-None except through teaching experience.
-None whatsoever.
-Very little if any.
-0.
-Very little.
-No class on this alone.
-Yes, with advanced reading and math, etc.
-None. I have read and studied on my own. This past year I have taken a class on self-concept and motivation.

SOUTHERN UTAH STATE COLLEGE

-None. [5 responses]
-Some.

UNIVERSITY OF UTAH

-None. [7 responses]
-"U" classes (1-2).
-Maybe one class.
-No class--just mentioned in others.
-Ways to motivate some.
-In psychology classes.
-Practicum of ten weeks [simultaenous with other subjects and skills].

UTAH STATE UNIVERSITY

-None. [11 responses]
-Some.
-Classes, observation.

FORM "C" (Teacher), Elementary, Individual Responses, Question 3, "Teaching Gifted Students", Utah State University, continued:

-None--learn by doing.
-No classes or workshops or personal experiences.
-Information from T.V., and special speakers.
-Sp Ed classes.
-One special ed class which dealt with every kind of handicap--age to mental handicaps.
-Experience mostly--1 quarter by accident.
-Only student teaching.
-None (received a little training in student teaching).
-Creative Ed.
-Graduate class taken 9 years ago.
-Practice.

WEBER STATE COLLEGE

-None. [4 responses]
-I have a special ed. certificate.
-None--barely skimmed in exceptional child's class.
-0.

WESTMINSTER COLLEGE

-Only as a mother of such a child (11 yrs).

OTHER INSTITUTIONS

-None. [4 responses]
-Student teaching experience.
-Some.
-As a child, I was involved in gifted. Remember it distinctly!
-0.
-Reading and Language Arts.
-1 experience in student teaching.
-Teaching More Able Students (1).
-1 quarter.
-1 class period.

UNDETERMINED INSTITUTIONS

-None. [11 responses]
-0.
-Course in exceptional children.
-Less than adequate.
-None in pre-service, have had in teaching experience.
-Very brief in a broad curriculum course.
-Top class in Math 2 yrs.
-Different Ed. class touched on it but i couldn't say which ones spent the most time with it.
-Student teaching--w qtrs. (incidental).
-No training.
-No pre-service.

FORM "C" (Teacher), Elementary, Individual Responses, Question 3, "Teaching Gifted Students", Undetermined Institutions, continued:

-Educational Course of Study.
-Only occasional exposure.
-Individualized instruction courses.
-Limited.
-Most all classes taught about it.
-The Exceptional Child - 1.
-No experience.
-The Exceptional Child class, also worked as intern for teacher corp in two inner-city schools.
-Some.
-No training.
-Don't recall except for the mentioning of them in exceptional child class.
-Small Grouping--Psychology--Sociology.
-Student teaching.

C.36

FORM "C" (Teacher), Secondary, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Skill: Teaching gifted students

BRIGHAM YOUNG UNIVERSITY

-None. [21 responses]
-In field I had Creative Dramatics, and a Gifted Child workshop after teaching.
-Teaching methods.
-Very little training.
-Limited.
-One class in methods.
-I can't remember any.
-Adolescent Psychology class.
-Private music lesson instructions.
-None - for B.S.
-None, except giving these students more responsibility.
-0.
-Only when team teaching five years ago in special stud. teaching experience.
-Education.
-Teachers Education Courses.
-Classroom.
-No classes or specific training.

SOUTHERN UTAH STATE COLLEGE

-None.

UNIVERSITY OF UTAH

-None. [9 responses]
-Little or none.
-0.
-Related to subject some.
-Dealt with as it related to Child Psych, Content courses, Ed. Theory generally sufficient.

UTAH STATE UNIVERSITY

-None. [12 responses]
-Regular methods class.
-1 class.
-Class not taken specifically.
-Experience only.
-My subject is art so I had ample opportunity to work with gifted students.
-None. I have gone back for more schooling but had no exposure as an undergraduate.

FORM "C" (Teacher), Secondary, Individual Responses, Question 3, "Teaching Gifted Students", Utah State University, continued:

-Not really any except for my own experiences with gifted friends.
-No training in this--on emphasis on individualized instruction which is very difficult to use practically.
-Psycho-metrics.
-Student teaching and teaching methods.
-Some training in college.
-Very little.
-Some.

WEBER STATE COLLEGE

-None. [2 responses]
-Workshops and methods classes.
-Method class in math-individualizing.

WESTMINSTER COLLEGE

-None.

OTHER INSTITUTIONS

-None.
-Psychology 314.
-One class in dealing with the gifted.

UNDETERMINED INSTITUTIONS

-None. [21 responses]
-Five hours.
-Individualized work within the classroom beyond normal requirements.
-No preparation.
-A little.
-One W-Kit.
-Many of the students I had as a student teacher.
-Can't remember any.
-I teach 4 classes a day with gifted students.
-"Post Grad" Ed Psy 205 BYU Education the Exceptional Child.
-Covered briefly in some el. courses.
-As related to physically gifted only; through work in interscholastic athletics.
-A 3 hour special course in Teaching Gifted Students, NDEA Institute Advanced Placement English 15 sem hours.
-None. My preparation has been of my own making. I feel semi-confident, but have taken no formal classes.
-Mentioned in Educational psychology.
-In sports, coached some during student teaching.
-Just exposed in some education classes.
-Mixed in with regular Ed courses.
-Good classes.
-Graduate Ed. Class.
-Excellent training in this area.

FORM "C" (Teacher), Secondary, Individual Responses, Question 3, "Teaching Gifted Students", Undetermined Institutions, continued:

-No classes.
-None whatsoever.
-Adequate--extensive.
-Some helps.
-Very little done when I went to school. They are important today.
-Discussions, sec. ed.
-Knowledge of subject matter.

FORM "C" (Teacher), Elementary and Secondary, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Skill: Teaching gifted students

BRIGHAM YOUNG UNIVERSITY

-Mini course.

SOUTHERN UTAH STATE COLLEGE

-None.

UNDETERMINED INSTITUTIONS

-None. [10 responses]
-Student teaching. [2 responses]
-I had several plus workshops.
-Contact with some in student teaching.
-Ed. classes.
-No training in this area, except for major helps with gifted students.
-Experience only with the physically gifted. 5 courses, Weber State.
-None, except for an education class.
-Have had several years in classroom situations--entire class gifted.
-Very little.
-20 hrs.

FORM "C" (Teacher), Undetermined Level, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Skill: Teaching gifted students

UTAH STATE UNIVERSITY

-None.

WEBER STATE COLLEGE

-0.

UNDETERMINED INSTITUTIONS

-None. [6 responses]
-For initial certification only.
-1 exceptional children (good exposure to programs in my own school).
-None as a major unit.
-This some.

FORM "C" (Teacher), Elementary, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Skill: Teaching handicapped students

BRIGHAM YOUNG UNIVERSITY

-None. [14 responses]
-0. [2 responses]
-University classes.
-No real experience.
-One class.
-Limited. Though I feel my training was less than adequate, I am grateful for my experiences. Planning, organizing, carrying out plans should have top priority in my feelings for future teachers.
-General college class.
-Very little.
-Included in my Master's Program, but not in my pre-service (B.S. degree).
-Remedial reading only.
-Covered [along with multi-culture and gifted] in one class on problems found in the Elem Schools.
-None except through teaching experience.
-None whatsoever.
-Very little if any.
-Have a minor in teaching MR.
-Visual handicap--my own son, successfully.
-None. I have read and studied on my own. This past year I have taken a class on self-concept and motivation.
-[blank] I am judging this on my regular college classes, not on the many classes I've taken since.

SOUTHERN UTAH STATE COLLEGE

-None. [3 responses]
-None--a little in psychology.
-Very little.
-Some.

UNIVERSITY OF UTAH

-None. [7 responses]
-"U" classes (1-2).
-1 speech-hearing class.
-One class in Special Educ (3 hr).
-Hardly touched this area. Talked about how to recognize some mild handicapped students in a regular classroom.
-In psychology classes.
-Practicum of ten weeks [occured simultaneously with practicum experiences for all other skills and subjects].

FORM "C" (Teacher), Elementary, Individual Responses, Question 3, "Teaching Handicapped Students", continued:

UTAH STATE UNIVERSITY

-None. [9 responses]
-Some.
-Classes, observations.
-None--learn by doing.
-Hearing and Speech - 1 class.
-No classes or workshops or personal experiences.
-Classroom experience; some special ed workshops.
-I also have a special educ. certificate.
-One special ed class which dealt with every kind of handicap--age to mental handicaps.
-Experience mostly--1 quarter by accident.
-Only student teaching.
-None (received a little training in student teaching).
-Behavior Mang in Spec Ed. Diag. Prgmg Instruction.
-Limited exposure.
-3 classes.

WEBER STATE COLLEGE

-None. [4 responses]
-I have a special ed. certificate which gave training for both gifted and handicapped.
-Yes--much--L.D. endorsement.
-0.

WESTMINSTER COLLEGE

-As a volunteer at a school for the deaf (2 yrs).

OTHER INSTITUTIONS

-None. [4 responses]
-Some.
-Intro. L.D. (not very applicable), 3 qtr hrs. Taught Rem. Math 1/2 yr.
-Experience as a college student as an aide in a class for physically handicapped elementary students.
-Nothing.
-1 yr volunteer work.
-Dealing with Handicaps (1), Health (2), Child Growth & Development (1).
-None (optional).

UNDETERMINED INSTITUTIONS

-None. [10 responses]
-No training. [2 responses]
-Course in exceptional children.
-Less than adequate.
-None in preservice, have had in teaching experience, including a severely handicapped child.

FORM "C" (Teacher), Elementary, Individual Responses, Question 3, "Teaching Handicapped Students", Undetermined Institutions, continued:

-I can't remember any instruction in this area, if it was presented it was in a curriculum class.
-Speech & Hearing class.
-One class in Corrective Speech.
-Different Ed. class touched on it but I couldn't say which ones spent the most time with it.
-Student Teaching - 2 qtrs. (incidental).
-L.D. Endorsement.
-(not real experience) Exceptional Child class.
-No pre-service.
-Educational Course of Study.
-(educational and emotional--5 years on the job experience).
-Limited.
-I never took special ed. courses.
-The Exceptional Child - 1.
-Physical handicaps--no experience.
-The Exceptional Child class.
-0.
-Have my special ed. certificate.
-Exp. in tutoring.

FORM "C" (Teacher), Secondary, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Skill: Teaching handicapped students

BRIGHAM YOUNG UNIVERSITY

-None. [21 responses]
-Also included in Creative Dramatics in College as well as Developmental Psychology class.
-Some small group experience in connection with reading minor.
-Very little.
-Very little training.
-Limited.
-2 hrs.
-One class in methods.
-Health class touched on this.
-None for B.S.
-I've had none except making friends with some and having sympathetic feelings toward them. A deaf girl in college allowed me to assist her on things not understood in the classroom, and during graduation exercises. A note pad was used often.
-Work with students at American Fork once a week for 8 weeks.
-Only when team teaching 5 yrs ago in special stud. teaching experience.
-Education.
-Nothing beyond Education Courses.
-Classroom.
-No classes or specific training.

SOUTHERN UTAH STATE COLLEGE

-None.

UNIVERSITY OF UTAH

-None. [10 responses]
-0.
-Dealt with as it related to Child Psych, Content courses, Ed. Theory generally sufficient.
-Various courses in Adaptive P.E.
-Mentally Retarded.

UTAH STATE UNIVERSITY

-None. [12 responses]
-Regular methods class.
-Class not taken specifically.
-Experience only.
-10 weeks (Cache County Training Center).
-None. For all of the above skills, I have gone back for more schooling but had no exposure as an undergraduate.

C.45

FORM "C" (Teacher), Secondary, Individual Responses, Question 3, "Teaching Handicapped Students", Utah State University, continued:

-Tutoring experience.
-No special course--integrated in other classes.
-No training in this area.
-Introduction to M.R.
-Student teaching and teaching methods.
-Some training in college & during my years of experience in the classroom.
-Very little.

WEBER STATE COLLEGE

-None. [3 responses]
-Adaptive P.E. 5 hrs.

WESTMINSTER COLLEGE

-None.

OTHER INSTITUTIONS

-None.
-Various courses in this area.
-3 graduate level classes on teaching the handicapped. Also I did student teaching with handicapped students.

UNDETERMINED INSTITUTIONS

-None. [27 responses]
-Ten hours.
-Taught sewing & foods to blind & retarded at Clovis.
-No preparation.
-0.
-Can't remember any.
-I teach 1 class a day with handicapped students.
-"Post Gard" Ed Psy 205 BYU Education the Exceptional Child. Very good, none in pre-serv. prep.
-Very little exposure to it.
-Several classes in handicapped (physically) treatment and therapy. Also had an adaptive P.E. class.
-None. My preparation in this area has been of my own making. I feel semi-confident, but have taken no formal classes.
-Mentioned in Educational psychology.
-Just exposed in some education classes.
-Mixed in with regular Ed. courses.
-Good classes.
-Excellent training in this area.
-2 or 3 classes taken.
-Tests & Measurements (3 hrs), correctives (3).
-None whatsoever.
-Some.

FORM "C" (Teacher), Secondary, Individual Responses, Question 3, "Teacher Handicapped Students", Undetermined Institutions, continued:

-Very little done when I went to school. They are important today.
-Discussions, Sec. Ed.

FORM "C" (Teacher), Elementary and Secondary, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Skill. Teaching handicapped students

BRIGHAM YOUNG UNIVERSITY

-Mini course.

SOUTHERN UTAH STATE COLLEGE

-None.

UNDETERMINED INSTITUTIONS

-None. [12 responses]
-Some--comes under Special Ed at our school (Jackson).
-None. It is my opinion that college gives you a broad basic background, but you need practical experience. Lots of it before you get in the classroom.
-Ed. Classes.
-No training in this area.
-One class in Adaptive Physical Education.
-None, except for an education class.
-Student teaching.
-Have had several years teaching non-achievers (entire class).
-0.

FORM "C" (Teacher), Undetermined Level, Individual Responses, Question 3:

Please indicate the extent of your pre-service training in the subjects or skills listed below (what type of courses or experiences and approximately how many).

Skill: Teaching handicapped students

UTAH STATE UNIVERSITY

-None.

WEBER STATE COLLEGE

-0.

UNDETERMINED INSTITUTIONS

-None. [5 responses]
-For initial certification only.
-2 ID of diabilities [sic] exceptional children (most preservice was with children in speical programs rather than in integrated groups or classes--sad).
-None as a major unit.
-Speech and hearing.
-No.

FORM "C" (Teacher), Elementary, Individual Responses, Question 5:

Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills in the method of teaching listed below. ("Other" might include such things as an internship, acquiring skills during regular teaching only, etc.)

a. the metric system of measurements

BRIGHAM YOUNG UNIVERSITY

- Workshops.
- Learning is continuous--ongoing [marked all three areas].
- Regular class.
- University for content, and in actual classroom.
- Every day use.
- District workshop

SOUTHERN UTAH STATE COLLEGE

- University now, inservice for those not prepared.

UNIVERSITY OF UTAH

- Part of teaching Math Methods.
- Can be self taught.
- University for knowledge, student teaching for experience.

UTAH STATE UNIVERSITY

- While teaching.
- The test that you shall be using.
- University preferred, inservice second best--a bit late.

WEBER STATE COLLEGE

- Acquiring skills at time of teaching.
- One class should do.
- Acquiring skill during regular teaching.
- Regular teaching.

UNDETERMINED INSTITUTIONS

- Inservice with college credit
- Internships
- Regular teaching.
- More help in university.
- Internship.
- Interning.

FORM "C" (Teacher), Secondary, Individual Responses, Question 5:

Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills in the method of teaching listed below. ("Other" might include such things as an internship, acquiring skills during regular teaching only, etc.)

a. the metric system of measurements

BRIGHAM YOUNG UNIVERSITY

-Intern.
-Regular teaching.

UNIVERSITY OF UTAH

-Research.
-Total community involvement, not just teachers.
-Teaching only.

UTAH STATE UNIVERSITY

-Internship.
-International or national workshops.
-During teaching as needed.
-Internship or student teaching.
-Need some university, then follow up with inservice.

UNDETERMINED INSTITUTIONS

-Acquiring skills during teaching.
-High school science and math classes.
-Should be taught to everyone in grade school.
-Two minutes with a table.
-From text while teaching it.

FORM "C" (Teacher), Elementary, Individual Responses, Question 5:

Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills in the method of teaching listed below. ("Other" might include such things as an internship, acquiring skills during regular teaching only, etc.)

b. the free enterprise system

BRIGHAM YOUNG UNIVERSITY

-Workshops.
-? Personal respect for individual needs.
-Regular class.
-Community resources.
-Internship.
-University for content, and in actual classroom.

UNIVERSITY OF UTAH

-If taught at university, they would probably be taught by a communist.
-Can be self taught.
-University for knowledge, student teaching for experience.

UTAH STATE UNIVERSITY

-The business community.
-University students need that same education!

UNDETERMINED INSTITUTIONS

-Inservice with college credit.
-Dr. Kourilsky, mini-society.
-Regular teaching.
-More help in university.
-Internship.
-Released time to observe other classrooms.

FORM "C" (Teacher), Secondary, Individual Responses, Question 5:

Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills in the method of teaching listed below. ("Other" might include such things as an internship, acquiring skills during regular teaching only, etc.)

b. the free enterprise system

BRIGHAM YOUNG UNIVERSITY

-Intern.
-Regular teaching.

UNIVERSITY OF UTAH

-Chamber of commerce.

UTAH STATE UNIVERSITY

-Internship.
-Observation.
-During teaching as needed.
-Actual involvement.

UNDETERMINED INSTITUTIONS

-Operating in free enterprise.
-High school and junior high school social studies.
-Should be taught to everyone in grade school.
-In business.
-General knowledge and regular teaching.

FORM "C" (Teacher), Elementary, Individual Responses, Question 5:

Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills in the method of teaching listed below. ("Other" might include such things as an internship, acquiring skills during regular teacing only, etc.)

c. reading, elementary and secondary (in content areas, if secondary)

BRIGHAM YOUNG UNIVERSITY

-Workshops from companies of book you use.
-Personal commitment.
-Teaching in classroom with help of supervisor.
-Internship, regular teaching.
-Internship.
-University for content, and in actual classroom.
-There's nothing like personal experience.
-District workshop.

UNIVERSITY OF UTAH

-Should be in all areas.
-University for knowledge, student teaching for experience.
-University for methods and skills, if they teach the subject; student teaching to experiment; and inservice for evaluation.

UTAH STATE UNIVERSITY

-University and student teaching, followed by first-hand experience.
-In classroom experience.
-Classroom.
-Viewing other classes and attending seminars on new methods.
-Experience.
-Introduction, internship, then regular classroom.

WEBER STATE COLLEGE

-Put in the situation that you must teach reading.
-Regular teaching.

WESTMINSTER COLLEGE

-During regular teaching.

OTHER INSTITUTIONS

-Intern.

UNDETERMINED INSTITUTIONS

-Regular teaching.
-Actual teaching.
-Regular teaching.

FORM "C" (Teacher), Elementary, Individual Responses, Question 5, "c. reading", Undetermined Institutions, continued:

-Aid experience and in the regular classroom situation.
-Good course in it at BYU
-Regular teaching, peer teacher relationships.
-The required reading class at U of U was concerned with children's lit and types of reading programs--not with teaching reading. I learned to teach reading from on the job training and classes taken after being hired at the reading center.
-Internship.
-Inservice simultaneous with practice.
-Released time to observe other classrooms.
-This should be learned as an intern--not student teacher--to see whole years work.

FORM "C" (Teacher), Secondary, Individual Responses, Question 5:

Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills in the method of teaching listed below. ("Other" might include such things as an internship, acquiring skills during regular teaching only, etc.)

c. reading, elementary and secondary (in content areas, if secondary)

BRIGHAM YOUNG UNIVERSITY

-Intern.
-Regular teaching.

SOUTHERN UTAH STATE COLLEGE

-Internship.

UNIVERSITY OF UTAH

-Internship, tutoring, every place.

UTAH STATE UNIVERSITY

-Internship.

UNDETERMINED INSTITUTIONS

-Seminars.
-Regular teaching.
-This is a significant problem when so many students cannot read!
-Studying books on the subject.

FORM "C" (Teacher), Elementary, Individual Responses, Question 5:

Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills in the method of teaching listed below. ("Other" might include such things as an internship, acquiring skills during regular teaching only, etc.)

d. gifted students

BRIGHAM YOUNG UNIVERSITY

- Internship, regular teaching.
- Internship.
- Student teaching or internship.

UNIVERSITY OF UTAH

- Internship.

UTAH STATE UNIVERSITY

- Classroom.
- Introduction, internship, then regular classroom.

WEBER STATE COLLEGE

- Experience.
- Regular teaching.

OTHER INSTITUTIONS

- Experience.

UNDETERMINED INSTITUTIONS

- Regular teaching.
- Internships.
- Regular teaching.
- Experience with gifted students.
- Good course in it at BYU.
- Internship.
- Inservice with class experience.
- Released time to observe other classrooms.
- As an intern--whole years work.

FORM "C" (Teacher), Secondary, Individual Responses, Question 5:

Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills in the method of teaching listed below. ("Other" might include such things as an internship, acquiring skills during regular teaching only, etc.)

d. gifted students

BRIGHAM YOUNG UNIVERSITY

-Special seminar or workshop for those involved.
-Intern.
-Teaching.
-University, also as a teacher.

UNIVERSITY OF UTAH

-?
-Teaching.

UTAH STATE UNIVERSITY

-Internship.
-Working in actual situation.

UNDETERMINED INSTITUTIONS

-Regular teaching.
-In coaching or teaching.

FORM "C" (Teacher), Elementary, Individual Responses, Question 5:

Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills in the method of teaching listed below. ("Other" might include such things as an internship, acquiring skills during regular teaching only, etc.)

e. in a multi-culture classroom

BRIGHAM YOUNG UNIVERSITY

-In classrooms where multi-cultures are present.
-Internship, regular teaching.
-On the job.
-Internship.
-Student teaching or internship.
-Experiences in different cultural settings.

SOUTHERN UTAH STATE COLLEGE

-Inservice, if faced with the situation.

UNIVERSITY OF UTAH

-Internship.
-I have no idea what would be best.

UTAH STATE UNIVERSITY

-While teaching.
-Introduction, internship, then regular classroom.
-Go out and get to know them.

WEBER STATE COLLEGE

-Acquiring skills during regular teaching.

WESTMINSTER COLLEGE

-During regular teaching.

OTHER INSTITUTIONS

-Experience.
-Internship.
-Internship.

UNDETERMINED INSTITUTIONS

-Regular teaching.
-Regular teaching.
-Multi-cultural learner.
-Classroom teaching experiences.
-Experience with multi-culture students.

FORM "C" (Teacher), Elementary, Individual Responses, Question 5, "e. multi-culture", Undetermined Institutions, continued:

-[university] none.
-Internship.
-Inservice and classroom experience.
-As an intern--whole year.

FORM "C" (Teacher), Secondary, Individual Responses, Question 5:

Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills in the method of teaching listed below. ("Other" might include such things as an internship, acquiring skills during regular teaching only, etc.)

e. in a multi-culture classroom

BRIGHAM YOUNG UNIVERSITY

-Intern.
-Teaching.

SOUTHERN UTAH STATE COLLEGE

-Internship.

UNIVERSITY OF UTAH

-?
-Internship.
-Teaching.

UTAH STATE UNIVERSITY

-Internship.
-Internship.

OTHER INSTITUTIONS

-Actual teaching.

UNDETERMINED INSTITUTIONS

-Acquiring skills during teaching.
-Seminars.
-Student teaching, exposure of a few days at least.
-Regular teaching.
-Experience in the classroom helps you learn faster!
-Exchange student.

FORM "C" (Teacher), Elementary, Individual Responses, Question 5:

Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills in the method of teaching listed below. ("Other" might include such things as an internship, acquiring skills during regular teaching only, etc.)

f. handicapped students

BRIGHAM YOUNG UNIVERSITY

-In classroom where handicapped are present.
-Internship, regular teaching.
-Internship.
-Student teaching or internship.

SOUTHERN UTAH STATE COLLEGE

-Inservice, if faced with the situation.

UNIVERSITY OF UTAH

-Internship.
-I have no idea what would be best.

UTAH STATE UNIVERSITY

-Introduction, internship, then regular classroom.
-Go out and get to know them.

WEBER STATE COLLEGE

-Regular teaching.

OTHER INSTITUTIONS

-Experience.
-Internship.

UNDETERMINED INSTITUTIONS

-Internship.
-Regular teaching.
-Regular teaching.
-Regular teaching.
-Experience with handicapped students.
-[university] They have classes. I didn't take them.
-Internship.
-Inservice with classroom experience.
-As an intern--whole year.

FORM "C" (Teacher), Secondary, Individual Responses, Question 5:

Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills in the method of teaching listed below. ("Other" might include such things as an internship, acquiring skills during regular teaching only, etc.)

f. handicapped students

BRIGHAM YOUNG UNIVERSITY

-Special seminar or workshop for those involved.
-Intern.
-Teaching.

UNIVERSITY OF UTAH

-?
-Internship.
-Teaching.

UTAH STATE UNIVERSITY

-Internship.
-Internship.

WESTMINSTER COLLEGE

-Regular teaching.

OTHER INSTITUTIONS

-As a particular student's needs dictate.
-Actual teaching.

UNDETERMINED INSTITUTIONS

-Acquiring skills during teaching.
-Regular teaching.

FORM "C" (Teacher), Elementary, Individual Responses, Question 5:

Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills in the method of teaching listed below. ("Other" might include such things as an internship, acquiring skills during regular teaching only, etc.)

Miscellaneous comments

BRIGHAM YOUNG UNIVERSITY

-Inservice education should be paid by the district.
-Student teaching should only be an experiencing situation.

UTAH STATE UNIVERSITY

-Student teaching blocks are too short for students to see a true education picture. Inservice education seems to best fit the needs of a district or special area of teaching you are involved in. They are small enough for personal involvement and idea exchange with experienced people.

UNDETERMINED INSTITUTIONS

-University classroom only if the methods are changed; student teaching experiences need to be more carefully chosen; internships provide some answers but more could be done in the classroom first.
-I believe you should have the background before you try it out on the students. Student teachers are hard enough on students.
-Most of these skills should be taught in university classrooms, practiced in intern or teacher's aid programs and reinforced and refined in student teaching. Innovations should be taught in inservice programs.
-Best learning experience is a little instruction, then work with the kids.

Secondary teacher, Undetermined Institution

-I don't feel that any one place is the one and only place to learn these skills. I feel they should all be presented in university classes, worked with during student teaching and reemphasized in inservice education classes.

FORM "C" (Teacher), Elementary and Secondary, Individual Responses, Question 5:

Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills in the method of teaching listed below. ("Other" might include such things as an internship, acquiring skills during regular teaching only, etc.)

UNDETERMINED INSTITUTIONS

a. the metric system of measurement

-Grade school.
-Forced usage.
-Regular teaching only.

b. the free enterprise system

-Grade school.
-Knowledge of history.
-Regular teaching only.
-I've had no experience except inservice.

c. reading, elementary and secondary (in content areas, if secondary)

-Practical experience in the classroom.
-Grade school and junior high.
-Teacher.
-Acquired during regular teaching.
-Regular teaching only.

d. gifted students

-Practical experience.
-Conference.
-Acquired during regular teaching.
-Regular teaching only.

e. in a multi-culture classroom

-Conference.

f. handicapped students

-Practical experience.
-Conference.
-Regular teaching only.

FORM "C" (Teacher), Undetermined Level, Individual Responses, Question 5:

Indicate the best place (university classroom, student teaching, inservice education, or other) to acquire the skills in the method of teaching listed below. ("Other" might include such things as an internship, acquiring skills during regular teaching only, etc.)

a. the metric system of measurements

UNDETERMINED INSTITUTIONS

-Workshop

c. reading, elementary and secondary (in content areas, if secondary)

BRIGHAM YOUNG UNIVERSITY

-Important in all phases of univ. and reg. teaching.

UNDETERMINED INSTITUTIONS

-Internship or regular teaching.

General comments

UNDETERMINED INSTITUTIONS

-This cannot be adequately handled in one place but needs to go hand in hand for best preparation.

FORM "C" (Teacher), Elementary, Further Comments:

BRIGHAM YOUNG UNIVERSITY

-Eliminate preparing all those fabulous lesson plans and prepare the new teacher to adapt lesson plans and how to prepare useful materials.

-It concerns me that so many people graduate with a teaching certificate and are supposedly ready to teach in subject areas where they have had three to five hours college credit. The more actual classroom experience available before graduation the better.

-I received my preservice training almost forty years ago so it no doubt is not indicative of present day preparation.

-Though I feel my training was less than adequate, I am grateful for my experiences. Planning, organizing, carrying out plans should have top priority in my feelings for future teachers. Personal growth should be on going. Background is very important, but many things are best learned and reinforced by actual experience in the classroom. Inservice training should be a must for recertification. "Train or Don't Teach."

c -I feel that they need both university classes plus training with a teacher in the box above. [Question 5 (best place to learn methods of teaching new certification items)].

-My concern with lesson plans is that it is too often a case of extremes. There is either no planning whatsoever, or plans are demanded in such detail that many hours of valuable time are spent detailing a day's activities. This is time that could be used to more directly benefit the students. Also, often there is a tendency to become "bound" to the plans resulting in a total lack of flexibility. Properly used lesson plans are essential as a guide. No teacher can consider himself/herself prepared without them, but the colleges get so carried away with "beautiful, detailed" lesson plans, they are totally out of step with reality. (I wonder how many professors prepare their own class plans the same way they demand their students prepare them!)

I don't believe these inadequacies [in preparation for teaching skills in Question 1] are necessarily the fault of the institutions themselves, but rather with the total concept. Many things cannot be learned sitting in dozens of "theory" classes listening to people who may or may not have ever been in the elementary classroom (or if so, not for years). In conversations with my student teachers, etc., I would like to see students go into the schools as aides as early as the sophomore year. Then the college student could decide if they really want to be teachers, and if so in what area (special ed, etc.). Also, the theory classes would then take on a real meaning. Projects, visual aids, and lesson plans could all be made with the possibilities of actual use later on. Later these same students should be more prepared, sophisticated student teachers and then, hopefully, better teachers better able to cope with these problems.

FORM "C" (Teacher), Elementary, Further Comments, Brigham Young University, continued:

c [reference to Question 2, new certification skills] These areas depend to a great extent on the individual teachers and their desires. If we get too specialized in theory classes, we will soon teach little of anything.

-I can't recall where one education class at the university level really covered materials actually useable in a classroom situation. They were usually Mickey Mouse.

c -I would like to see more metric, free enterprise, reading program workshops for bi-lingual (Navajo/English) students in San Juan School District. Also, more time set aside for teacher preparation.

-Best place to learn how to teach is an internship program in the 4th year followed by a 5th year of student teaching and university classes.

c -Question 5 [best place to acquire skills in method of teaching new certification areas] is extremely hard to answer. How to teach should be taught before the student teaching experience, but in reality every teacher learns by doing. Working closely with an experienced teacher in a classroom is many times more valuable than theory in a college classroom.

c -Why don't you worrry more about the basics instead of free-enterprise, multi-culture, and metrics?

c -Never had any of the metric system in pre-service preparation. What is a good fast way of checking students' work for good quick feedback?

c -I personally feel that the students coming out of college as T.A.'s and student teachers are better prepared than I was. Much of my learning has come from on the job training, my own background and inservice classes. Reading and discipline are two areas that need to be strengthened with more training at the university level.

c I haven't had problems with a multi-culture classroom or handicapped students. I do feel that if children are handicapped they should be placed in a classroom where they receive one-to-one help rather than a large classroom.

-During my years of teaching I have taken many university classes and participated in numerous inservice workshops and classes to try to upgrade my teaching skills and competencies.

-I am near to retirement. I have worked with a number of students teachers from U.S.U. Most of them have little knowledge of how to make lesson plans for a daily lesson, a unit, a day or a week. They haven't the faintest idea of how to take a subject and make their yearly plan to cover it. Most of them don't know how to find out what book follows another in reading, nor do they know how to use a teacher's manual effectively.

FORM "C" (Teacher), Elementary, Further Comments, Brigham Young University, continued:

They know the math terms, but not how to teach it to little children. They have a lot of theory gained from books written by people who haven't been in an elementary class for years. Some of it works, but most of it needs to be modified with down to earth classroom experience.

Students need to be carefully selected to enter the educational field. They should be students

1. who are well adjusted themselves.
2. who like people.
3. who have a calm disposition.
4. who are leaders.
5. who have a good sense of humor.
6. who are dependable.
7. who want to teach because they enjoy it, not only for the paycheck.

-This evaluation seems unbalanced because in many colleges of education you choose a major field of study such as Early Childhood Education or Child Development and Family Relations and your choice of courses are restricted to the requirments of such a field. The evaluation may need to be revised for different emphases in education. Thus courses you feel are highly important may not have been taken in order to fulfill other demanding requirements.

SOUTHERN UTAH STATE COLLEGE

-I felt many of the required courses at the university level were of no use. I don't feel very good about my pre-service education. Professors of education need to get back in the classroom in the area they deal with.

UNIVERSITY OF UTAH

c -I feel in the university programs the reading program is very weak! On my own I learned to teach reading according to the publisher the school district choose. Also, I didn't have a class on "phonics" which I feel is a very necessary program in K-6. Elementary teachers need more in reading and language arts--more practical'

-The university can't provide all the necessary areas for skill involvement but instructors should become more aware of actual needs within the present schools rather than reminisce about what they did years ago. Student teaching should include several different kinds of experience.

c -Because I have been in the profession for so many years, most of my classes relating to "newer" methods, metric system, economics, etc., have been inservice classes. College education classes have improved greatly since I was enrolled in methods classes years ago. Our student teachers are much better prepared now than we were.

FORM "C" (Teacher), Elementary, Further Comments, University of Utah, continued:

-My pre-service training took place 23 years ago. I think they are doing a much better job at the universities of teaching teachers now. Getting them in the schoolrooms earlier, etc. But looking back, I consider that everything I know now which makes me a successful teacher, was learned not in university classes, but by working with other successful teachers, on-the-job experience, and in-service education. I think the value of in-service education cannot be over-rated. Only after you've been in the classroom actually teaching can much of the methodology have any meaning. Only then do you really know what you must learn and what you need to know to teach successfully.

UTAH STATE UNIVERSITY

c -Although I marked that the skills [Question 5] should be taught in the university classes, I myself have gotten the most out of inservice classes. Inservice classes can be readily applied.

-Experience is the best teacher--when you're in a classroom with 25 or so students and have to learn it. It would be nice to have more resources to go to, though, or a background of university classes to lean on a little.

-It is difficult to recall (after 13 years) exactly how much was really learned in my university courses. I'm sure a good foundation was received; however, I feel the real "know how" comes from the direct exposure and demands of the classroom.

WEBER STATE COLLEGE

-Most of my training was basic background. Because of lack of being able to relate because of inexperience it would be beneficial to come in contact with the real thing earlier in my training with specific responsibilities.

-Student teachers need earlier experience in the classroom and more of them. Possibly in intern or extended student teaching. The start of a year as well as the close of the year for instance. After some basics are mastered, the best way to learn is to do it!

c -I feel that if a regular classroom teacher must deal with d through e they must know how to deal and services which are offered through the district and state especially in the case of handicapped students.

-The classes I have taken while I have been teaching have been of value to me because I applied them to actual cases rather than theory.

OTHER INSTITUTIONS

-Teacher preparation needs to be made more realistic and meaningful for a real-life situation with a classroom of 30-35 students.

FORM "C" (Teacher), Elementary, Further Comments, Other Institutions, continued:

-I feel my university (Oklahoma--East Central State) gave me practical as well as theoretical knowledge to prepare me for teaching. You must be prepared for actualities in order to adjust to the variety of experiences.

-I feel that before you can fully absorb what is being taught in the university classes, you have to spend a year in your own classroom finding out what you don't know. I student taught 1 1/2 years (San Diego State University) while taking methods courses concurrently. For only one semester was I allowed to do any long range planning (a 2 or 3 week unit on Indians). I was never taught how to take 25 new kids, build up a rapport, get them evaluated, plan individual long range goals, and get them started towards those goals. The first year or two, I not only didn't know where they were going, I also didn't know where they stood scholastically at the first of the year.

As I look back (8 years) I feel as though my training was in such bits and pieces. Learning to assess needs, individualizing as much as possible, and knowing what skills (Calif. was much more explicit in this area than Utah!!!) should be covered by an average student at that grade level were the most difficult areas for me to learn on my own. I feel that new teachers waste a lot of valuable time the first month of school. I never was trained on how to handle the first few weeks and often found myself going in circles groping for answers.

-I took parts of my education at 3 colleges/universities, none of which I feel teaches a person how teaching is really! I feel a very needed part of training should be more internship, more "in-class" preparation for seeing "how it really is!"

-We need much greater emphasis in reading phonics, math, and especially classroom discipline, effective teacher-pupil interaction (human relations). We should have extensive required work in both behavior mod and also affect training.

UNDETERMINED INSTITUTIONS

-Reevaluation and assessment is important to our school system if we are to be progressive. This was no trouble but took more than 17 minutes.

c -Metric workshops and free enterprise workshops should be taught as they (the subjects) would be taught to the public classroom student and not so much on a college student level.

University classes seem to offer too much theory. Some theory is necessary for background knowledge but actual teaching experience is still the best method.

-I am so glad that someone finally asked my opinion on these things. Teachers are not being prepared to teach. Too many university professors or teachers are so afraid of setting an example that they have

FORM "C" (Teacher), Elementary, Further Comments, Undetermined Institutions, continued:

no advice to give but "you'll find your own way. Everybody needs to do it the way it best fits their personality."

New teachers need direction and beg for it. They need to be shown how to do long range and daily planning.

-I believe the university classes are great for learning many of these skills provided the right teacher is teaching. I had some great instructors who saw to it that we had so many hours in the classroom to try out the methods before I ever student taught. I think this is most helpful. However there were a few instructors whose classes were worthless. Just time consuming to please them for a grade which I did and got a good grade that means nothing to me.

-My college education was totally a failure in preparing me for teaching.

-I feel my methods classes were a waste of time in college. I became a good teacher by "teaching" and digging in and working hard to find the information and methods I needed that would help the students--best.

c -Need more practical classes in dealing with children. Expose regular classroom teacher to the specials (educationally, emotional, learning disabled, as well as gifted) to be better able to handle and cope with the class. Have the special teachers exposed to the regular classroom at regular intervals. More realistic classes in classroom discipline and management.

-I felt like my university training (BYU) met my needs in most situations. I was better prepared to go into the classroom than a lot of my peers who had gone to other universities.

-I feel the most beneficial preservice training for me was the Teacher Corp program where I interned in the elementary school for two years while I was taking my college classes. This made the classes relevant and I could apply what I learned directly to the children.

c -Question 5: We really can't learn about c [reading], d [gifted students], e [multi-culture], and f [handicapped] in isolation, successfully, although we can specialize in one or more.

c -Reading is so important, yet I think this is the weakest area of college training. No basic reading knowledge training (processes of reading, etc.).

FORM "C" (Teacher), Secondary, Further Comments:

BRIGHAM YOUNG UNIVERSITY

c -I teach instrumental music; hence metric, free enterprise, etc., is not a necessity with my work. However, I understand them well enough and appreciate their worth.

-I don't know how it is now, but when I was more involved in college education classes the college level teachers were geared too much in theory and not enough in practical education. I don't think most of them even knew what it was really like to be involved day after day with a classroom of 30 or more students. Learning how to cope and stay sane was rarely touched on. There could be greater emphasis on the psychology of teaching.

-I would like to see less theory and more practical application in teacher preparation.

c -I had not enough training for the items above [six certification items] in my B.S. program (due to state requirements, not the university). However, my doctorate program filled in almost all gaps!

-Graduating from college in 1949 leaves a lot of time for change to take place. I find that some of the classes have little value--practical experiences generally great value.

-I attained my math minor in this state (BYU) and I was appalled at the number of very high math classes one has to take to get a minor, let alone a math major. I found that I was led away from the basics of algebra and even general math that consumes well over 50% of a math teacher's time at the high school level. As a teacher I've continually found a majority of high school math teachers exploring far away realms of math in their own educational pursuits and being bored or putting down the average student because of his relatively low level of comprehension. Instead of emphasizing teaching methods in various math level areas, future math teachers are in classes with engineers, pure mathematicians and the like. Teachers of math need further emphasis on applicability of math and not an overemphasis of analytical geometry. This advanced math touches the lives of less than 10% of any total high school studentbody. Math teachers are spending well over 50% of their own education experience (in very advanced 300-400 level classes) to teach less than 10% of the students they face each day. Something's wrong!!

c -Some questions don't seem to apply because I am not involved in teaching the metric system.

-Since my preservice training was some time ago there were many things on the list that were not used at that time. However, since that time I have taken several classes that have helped me. There are some subjects that I owuld definitely like some help, whether it would be in inservice classes or in university classes that part wouldn't matter. I would like some classes where you are shown by example and given a

FORM "C" (Teacher), Secondary, Further Comments, Brigham Young University, continued:

chance to work through some of the experiences without feeling shoved, where there is real help.

c -Preservice training required so many hours in useless education classes! To teach English I had 65+ hours of literature and one grammar. No reading, no junior high literature techniques.

c -I don't believe that the metric system or free enterprise system have any real application to my teaching though I am interested in both and would make an effort to learn more about them. I do believe that each is important for a truly liberal education as opposed to the foolish overemphasis on vocational education that is so popular right now. Surely each of us must be meaning fully prepared for work, but work is not a person's whole life and we educators must not forget that.

My experience is that my subject matter classes were excellent while education classes at the same institution were a joke--except for student teaching. Most inservice classes and curriculum conferences I have attended are a waste of time also. I have had some excellent practical workshop classes at the University of Utah summer school.

SOUTHERN UTAH STATE COLLEGE

-In my field, English, the universities need more classes in methods and also the classes need to be concerned somewhat more with teaching the basics.

UNIVERSITY OF UTAH

c -In all of the above situations [six new certification areas], while greatest experience is always acquired through the actual teaching experience, basic foundations in the methods of teaching these particular things must be received in the university classroom. There must be a base established on which to build.

-University classes tend to become too idealistic. Realistic training situations are much more valuable. What we need is on the job training with immediate feedback.

Also make better use of all those wasted hours that I spent in education classes while earning my certificate. Some local universities are doing more "hands on" teaching now which is a definite improvement.

It would be much more meaningful for a teacher to receive a number of classes after he has started teaching instead of before. A little bit of instruction with a lot of experience is much better than a lot of instruction with no experience. It's a shame that the system which is responsibile for preparing teachers is such a poor example of that which it promotes.

-Much of my skills in the classroom were obtained through inservice and summer courses.

FORM "C" (Teacher), Secondary, Further Comments, University of Utah, continued:

-Over emphasis on individualism is destroying subject areas. Mickey Mouse tactics with lower students teaches them only M.M. stuff they cannot use in life. Teach all you can and allow slower student to get what he can.

UTAH STATE UNIVERSITY

c -It would be nice to have more inservice classes or university classes on the metric system.

-Motivational ways for teaching in connection with discipline seems to be a major deficiency that I see in the current classrooms of fellow teachers. Students seem to care little to "work" instead of being just "spoon fed."

c -In my pre-service these areas [new certification areas] were not applicable, especially in my field. Some of them still are not.

c -I feel that the universities do a fair job in training teachers but much improvement is needed. Most of us learn most of the above methods [in the new certification areas] from student teaching experiences or as for myself from interning. I don't know how the universities can improve but I feel this questionnaire, if viewed by these institutions, should prove invaluable.

-At the present time intern or new teachers are idealistic rather than realistic. Actual classroom situations can and are traumatic and many potentially fine teachers leave the field before they can become adjusted. They need help in adjusting to and handling "negative student" situations.

-This seems unrelated to my subject area which is English.

WEBER STATE COLLEGE

c -Some things I have left blank because of my limited knowledge of the requirements; also, I have no idea as to when the implementation of the metric system is to take place. We, at the present time, are preparing to have text books that have the metric system in abudnace for the student to start "thinking metric", also various films are available at our film library. There are some things a university cannot teach, but I would hope the quality of teaching curriculum does continue in the Utah colleges and universities. Utah has the best pre-service in the western states, Weber State, being the top!

WESTMINSTER COLLEGE

-Without the ability to respond to students, a built-in trait of the individual, I don't believe any amount of course work will improve the effectiveness of the now-low teaching profession in Utah.

FORM "C" (Teacher), Secondary, Further Comments, continued:

UNDETERMINED INSTITUTIONS

-For teachers who are in service I feel short, released-time workshops are a big help in keeping current or getting up to date. The expense in time and dollars of longer courses where time is wasted discourage teachers from improvement in specific areas. They take anything for recertification that's handy. It takes a lot of stamina to go evenings when there are so many extra-curricular things to attend and one wants to in order to support students involved.

-My teacher education program at BYU consisted almost entirely of student teaching. I took only two education courses but taught for 14 weeks instead at East High. I feel my student teaching was immensely valuable because of my lengthy, full-day experience, more than making up for not taking the usual required education classes.

c -I think both university classes and inservice education are both good places to learn the above [new certification areas].

-All areas are good to acquire teaching skills. The U classroom is necessary, but student teaching, where the actual practice is, is by far the most valuable.

-Recommend a much more comprehensive student teaching experience for teaching candidates.

c -Most of my training to teach came from University of Akron in Ohio. In the sixties we were already taught much in reading skills and how to teach reading even on the secondary level. This has always been a tremendous help to me. I can't remember taking a class in the social studies area in Ohio which didn't emphasize the free enterprise system. We even played in-class games to learn about it. Ironically, I have taken 45 quarter hours in Utah in history and government but no emphasis has been placed on free enterprise. When I started my teaching career, I was given a class of Advanced Placement English and our school system fortunately insisted that I take a 15 semester hour NDEA institute on teaching A.P. English. We also had to take one 3-hour college course dealing with gifted children. I wish now they had had the equivalent for handicapped students but at that time it was considered a specialized area.

In metrics, we were lacking because we had no idea we would ever go to the metric system so extensively.

There were so many diverse backgrounds in Ohio, no special training was given to meet the demand we face today. As a person, coming from a bi-lingual background myself, it was just taken for granted that everyone would enter the mainstream of American society through common experiences--and most of us did. I rather like that idea having experienced it since it put us on a equal footing rather than isolating us. Yet, I am proud of my German background and I do speak that language fluently. Moreover, I was encouraged to learn Italian and French too. Perhaps we make too much of people belonging to another culture.

FORM "C" (Teacher), Secondary, Further Comments, Undetermined Institutions, continued:

-I found my 'methods' classes and most of my education classes worthless in practical application in the public schools. If further questions or added opinion are required, please feel free.

c -I don't feel that any one place is the one and only place to learn these skills [new certfication items]. I feel they should all be presented in university classes, worked with during student teaching and reemphasized in inservice education classes.

Some of the points brought up in this questionnaire are definitely important and I am glad to see that they are being given some attention.

c -It has been my experience that English teachers in secondary education especially need reading skills. I know of very few English teachers who have taken any reading classes such as those offered in elementary education.

-My most difficult area is discipline in the classroom and motivating students to care enough to study and want to learn. Most of the students seem to have a lackadaisical attitude. I see this as one of the most serious problems facing teachers.

-I prefer inservice education because you have an opportunity to pinpoint your problems and work out solutions. In the university classes everything is theory, and this theory seldom works in the classroom.

-As far as I'm concerned, my teaching classes were a fool. They did [not] prepare me for the classroom. What did prepare me was four years of teaching college chemistry lab. My background in chemistry is excellent, I know my material. But how to teach it was something I learned in the labs, not in my education classes.

-Outside of subject area the universities do not give any instruction of the problems of teaching. The first year teacher has no concept of the problems faced in an actual classroom. The discipline of students, how to relate your education to students is so important and you don't get any training. Student teaching does help but still doesn't give actual classroom problems you face on your own. I don't feel the universities properly prepare a person to teach. Inservice training has been the best source of information that is applicable and relevant. I feel the reason so many teachers do a poor job and even quit is they are [not] prepared to face the students and the problems they encounter day to day. Nothing is even taught about the problems between administration and teachers or between teachers and parents. You expect teaching to be highly prized position and find out you are really a second-class citizen.

Every day I see good teachers leaving because they feel they are fighting a losing battle having students, parents and administration against them with everyone's rights coming before theirs. We must change something to keep the good teachers and give them a chance to teach, not just babysit.

FORM "C" (Teacher), Elementary and Secondary, Further Comments:

BRIGHAM YOUNG UNIVERSITY

-My degree was in Music from BYU. I thought I had met all requirements to teach music but found I had to take 3 additional courses to teach in the elementary schools. This was never mentioned in my training anywhere. This should be included since many music teachers on a secondary level are required to do some teaching on an elementary level.

UNDETERMINED INSTITUTIONS

-It is my opinion that college gives one a broad general background, but teachers in their training need more practical experience of the real live setting of a classroom. Not six weeks of student teaching, but classes that extend into the public schools on every subject they take. It should be extended over all 4 years of their college training. Maybe such as a lab. situation.

-Having graduated in 1963, most of the areas indicated in this survey were not part of the education curriculum at that time.

-Personally I felt the college program left a lot to be desired. As I look back, a lot of it was not relevant. Too general. Be specific in what you are going into, not just a survey of everything.

-I'm glad to see a survey of this type being taken, and hope the input leads to a more rounded education of teachers. I feel that most of the education of a teacher should take place in the classroom instead of out of a text book.

c -Subject believes that every teacher should be a "reading teacher." Feels that prospective teachers should have both university classes and student teaching in area of reading.

-My estimation is that university teachers should spend every other year in a classroom in grade school, junior high, or high school; or take successful teachers from these areas and use them more in workshops. Until you've had 10 years at least in a classroom you're not qualified to teach prospective teachers no matter what degree or talent you have. Anyone can be successful for short periods of time but only experience can make teaching theories successful time after time. A prerequisite should be for all universities [to] require their instructors to be experienced in a junior high.

APPENDIX D

Summary of Personal Interview Responses D.1

SUMMARY OF PERSONAL INTERVIEW RESPONSES

According to responses to the personal interviews, many positive things are happening in public schools. Overall, those who work in the public schools are complimentary of their teacher training programs. However, apparently there are also many improvements that can be made. The following list is a summary of responses recorded from the personal interviews.

1. It appears that the relative roles of the university and the public school in preparing prospective teachers are not clearly delineated and are in need of further clarification.

2. A number of administrators and teachers recommended that prospective teachers be screened more adequately.

3. One of the frequent comments made by administrators was that respect and love for human beings was the key to successful teaching.

4. A large number of administrators and teachers expressed strong negative feelings and even resentment toward the faculty of their preservice programs.

5. An often-expressed feeling was that university professors should have recent experience in public school teaching. One administrator stated that college professors should return to public school teaching one out of every five years.

6. Many administrators indicated that teachers need to find their own way of teaching and handling classroom discipline, but that more practical experience and example is needed to help them do so.

7. It was emphasized by a number of respondents that there is a need to have an internship with a variety of the best cooperating teachers.

8. Teachers and administrators alike emphasized the need for development of better human relations skills, including love for students,

understanding of child development, and ability to work productively with students, parents, and colleagues.

9. Preservice teaching experience at more than one grade level was recommended, especially by teachers. One English teacher stated, "My academic preparation in my department did not prepare me to teach at the junior high school level."

10. Having earlier and more teaching experiences was often cited as a need for teacher preparation programs. One teacher had served as a teacher's aide while still a student in high school. This experience was followed by an internship and then student teaching. Both the principal and the teacher indicated that this three-year combination of teaching experiences helped make this teacher one of the best qualified teachers in the school.

11. Complaints were sometimes made that the university educators do not follow up enough on their graduates in teacher education.

12. There should be a personal interface where graduates can suggest changes, additions, and deletions in making the preparation program more functional for everyone concerned.

13. There are gaps in programs currently being offered by the higher education communities. University educators were accused of living in an ivory tower and being insensitive to teachers and administrators in the real world who work on the "firing line."

14. There was an expressed desire by many educators for elementary education to emphasize the basics of reading, writing, and arithmetic.

15. Responses to the interview questions were mixed. Administrators, supervisors, and teachers do not feel the same about preservice and inservice educational experiences. For example, most administrators seem to feel more

positively about recent teacher education graduates than do the graduates themselves. Some administrators indicated that the overall preparation of prospective teachers has improved in the past few years.

16. Administrators have also noted a less favorable attitude of teachers to classroom management details, including student discipline.

17. Some administrators indicated that new teachers do not have the same kind of experience with discipline as experienced teachers, and consequently to not recognize what the more traditional and experienced teachers see as good classroom control.

18. Some new teachers say, "we see discipline as a problem but we are not given any help that permits us to function well in this phase of teaching."

19. Some administrators suggested that a course on human relations and discipline taught in the educational psychology department would be beneficial if it did not get too theoretical. One or two specific techniques with practical training were suggested.

20. Some administrators contend that the teachers do not have an adequate knowledge of basic skills such as reading, writing, and computation.

21. Both teachers and administrators noted that many times they had been exposed to content but were not given the skills needed to help others to learn that same content. The university instructor was not always a "good model" of the teaching principle.

22. Many teachers indicated concern about a better balance between knowing about the child and knowing what to teach him.

23. Another problem found to exist was that the typical elementary preparation was too much child oriented, the typical secondary preparation

was too much subject-matter oriented, and there was little or no training for the intermediate school.

24. Some teachers and administrators indicated that involvement in the day-to-day school program is probably the most significant positive experience in the totality of preservice teacher education.

25. Some teachers indicated that tutoring small groups was nearly as valuable a teaching experience as having responsibility for the total class group.

26. Some new teachers indicated that they spent more than five weeks of an eight-week "student teaching" experience just observing.

27. New teachers who trained in a large school in the area along the Wasatch Front did not know just what to expect in the rural school, where they were expected to teach subjects for which they were not trained.

28. Principals in urban schools indicated that they did not know what their teachers did outside the school activities. Responses in rural areas, however, suggest that the school teacher, like it or not, is a key person in the community. Some teachers indicate that consideration of such rural-urban differences were not included in preparation programs.

29. There are some direct actions that the university can make in terms of counseling of prospective teachers. As always, some areas are overloaded with qualified candidates, both as to geography and teaching content. There are some content areas where qualified candidates are not readily available, such as music, elementary counseling, and work with handicapped youngsters.

30. Public school people would like to work with the university people in short-term workshops and brown bag luncheons and other informal interface experiences.

31. In many areas teachers noted a desire to meet with others who were responsible for the same subject matter area and/or student level.

32. According to several interviews, the professional associations of teachers, administrators, and other specialized areas need to talk together more. Each seems to operate as though the others did not exist.

33. Suggestions from many different professional educators throughout the state indicate that someone, or some group, is needed to serve as a catalyst for the improvement of teacher education. The university, in particular, can provide a vehicle for improved interchange of ideas.

Not all of the comments concerning teacher training programs were negative. For example, respondents in the Logan City Schools were very complimentary about the level of contact that English teachers and supervisors have with those in the Department of English at Utah State University. Educators in the Uintah Basin and surrounding areas were very positive about the level of contact and quality of program within the Rural Education Project originated at Brigham Young University. Specific faculty members from higher education institutions, especially Utah State University and Brigham Young University, were cited as having come into the public schools to teach for a semester or year to help make their profession more congruent with the "real world."

Overall, the results of the personal interviews were most enlightening. Hopefully, this can serve as the forerunner of an improved communications network throughout the total educational system in Utah.